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ABSTRACT

A study was conducted to accomplish three objectives: (1) identify and validate the tasks performed by distributive education teacher coordinators in the role of Distributive Education Clubs of America (DECA) chapter advisors; (2) identify competencies needed by teacher-coordinators to perform these tasks; and (3) develop instructional modules for use in inservice or preservice distributive education teacher education. Questionnaires concerning ninety-seven tasks were mailed to a random sample of teacher-coordinators, and all assistant state supervisors, local supervisors, and teacher educators in Virginia. The questionnaire concerned the relevancy of the tasks, the extent to which coordinators performed the tasks in the role of advisors, and the location at which the tasks should be learned. Fifty percent or more of the responding teacher-coordinators indicated that they performed all of the ninety-seven talks listed in their role as DECA advisors. Fifty percent or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all ninety-seven tasks. The extent to which the tasks should be developed varied among the tasks. The major locations at which the tasks should be learned were identified as preservice and inservice programs. Instructional Modules were developed for each cluster of tasks and included objectives, learning activities, instructional materials, and evaluation instruments. (Author/JH)

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ED171996

Final Report

A Competency-Based In-Service Training Program for Distributive Education Coordinators on Their Role as DECA Chapter Advisors

Phase I

Personnel Training
Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

Robert G. Berns and Clifton L. Smith
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June 15, 1979

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ABSTRACT

TITLE OF PROJECT: "A Competency-Based In-Service Training Program for Distributive Education Coordinators on Their Role as DECA Chapter Advisors"

PROJECT DIRECTORS: Robert G. Berns and Clifton L. Smith
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

TIME PERIOD: September 1, 1978 - June 15, 1979

GOALS AND OBJECTIVES: This project sought to accomplish the following objectives:

1. The identification and validation of the tasks performed by Distributive Education teacher-coordinators in the role of DECA chapter advisors.
2. The development of the competencies needed to perform the identified tasks into instructional objectives.
3. The development of instructional modules based upon the objectives for use in in-service and pre-service Distributive Education teacher education.

PROCEDURES: A list of tasks performed by Distributive Education teacher-coordinators in their role as DECA advisors was developed based upon a review of the literature and consultation with a panel of experts. A questionnaire was written that elicited information concerning the relevancy of the tasks, the extent to which the coordinators performed the tasks in the role of advisors, and the locations at which the tasks should be learned. Background questionnaires were developed. The instruments were pilot tested and revised versions were mailed to a random sample of Virginia teacher-coordinators and all assistant state supervisors, local supervisors, and teacher educators. The analysis provided data concerning the relevance of the tasks, the extent to which they should be learned, and the location at which they should be learned. Relevant tasks were clustered into topics and instructional modules were developed based upon the format identified through consultation with a teacher education advisory committee.

RESULTS AND ACCOMPLISHMENTS: Fifty percent or more of the responding teacher-coordinators indicated that they performed all of the 97 tasks listed in their role as DECA advisors. Fifty percent or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all 97 tasks in their role as advisors. The extent to which the tasks should be developed varied among the tasks. The major locations at which the tasks should be learned were the pre-service program and in-service program. Instructional modules were developed for each cluster of tasks that included objectives, learning activities, instructional materials, and evaluation instruments.

EVALUATION: All respondents were asked to complete an evaluation instrument. Responses to each item were in agreement with the overall survey process. Phase II of this project calls for a field test of all instructional modules.

CONCLUSIONS AND RECOMMENDATIONS: The task survey indicated that over half of the high school Distributive Education coordinators believe that in their role as advisors, they perform each of the 97 tasks to some degree. Also, the assistant state supervisors, local supervisors, and teacher educators believe that each of the 97 tasks should be performed. The degree of agreement varies. The extent to which the tasks are performed also varies. Each of the 97 tasks merits inclusion in teacher education, either in the pre-service program or through in-service activities. It is recommended that the modules be field tested at the four universities in Virginia offering Distributive Teacher Education. The modules should be used at the in-service and pre-service levels of teacher education. A thorough in-service program should be conducted throughout Virginia using these modules.

A Competency-Based In-Service Training Program
for Distributive Education Coordinators
on Their Role as DECA Chapter Advisors

PROBLEM AREA

Introduction and Rationale of the Study

The Distributive Education Clubs of America (DECA) is considered to be an integral part of the total Distributive Education program. For DECA to be used as an integral part, the Distributive Education teacher-coordinator who serves as the local DECA chapter advisor must develop the professional competencies needed to be proficient in this area. The importance of this issue is recognized in the five year improvement plan for the Distributive Education Service in the Virginia State Department of Education. Specifically, by September 15, 1980, all approved Distributive Education teacher education programs in Virginia will include instruction in the effective organization and operation of DECA. Furthermore, it is recognized that these teacher education institutions have responsibility for the improvement of teacher-coordinators throughout the Comonwealth. Therefore, a competency-based in-service training program for Distributive Education teacher-coordinators or their role as DECA chapter advisors is needed for the teacher educators to fulfill their responsibilities.

An important question for Distributive Education is: What competencies must an individual possess before the person should be considered prepared for entry into the teaching profession of Distributive Education? The professional competency area dealing with advising a student youth organization has been identified as an important part of the secondary

Distributive Education teacher-coordinator's responsibility. Therefore, the specific competencies needed by a secondary DECA chapter advisor and a method for developing these competencies appears to be needed.

The first step in implementing a competency-based teacher education program is the identification of competencies. Cooper et al. (1972) stated that the specification of teacher competencies is the most crucial aspect of designing a competency-based teacher education program. Ammerman and Pratzner (1977), having studied curriculum systems, such as competency-based teacher education, explain that:

> The intent of the system is to aid developers and planners of occupational curriculums in their efforts ... (1) determine the task performance content jobs for which students are to be prepared, and (2) select from a large body of verified job content that which is most important for training consideration. The system largely depends upon task data obtained by survey questionnaires from persons closest to, and most knowledgeable about actual performance and its requirements. (p. 7)

The Interstate Distributive Education Curriculum Consortium (IDECC), of which Virginia is a member state, adapted the Ammerman and Pratzner (1977) procedures for use in Distributive Education competency-based instruction. The IDECC procedures manual (Williams, Berns, and Sipos, 1978) identified ten sequential steps for conducting occupational surveys, including

Step 1: Determine Occupational Scope

Step 2: Develop Task Statements

Step 3: Construct Task Lists

Step 4: Determine Needed Task Information

Step 5: Determine Needed Respondent Information

Step 6: Design Task Survey Questionnaires

Step 7: Administer Task Survey Questionnaires

Step 8: Process Task Survey Data

Step 9: Develop Competency Statements

Step 10: Evaluate Competency Statements.

The procedures used in this study were based upon the procedures identified by Williams, Berns, and Sipos (1978).

One of the earliest studies designed to identify competencies needed by vocational youth group advisors was conducted by Cotrell et al. (1972) at the Ohio State University. In his study, Cotrell identified twenty-nine competencies related to student vocational occupational organizations. Based upon these studies, the Center for Vocational Education at the Ohio State University developed a series of six Performance-Based Teacher Education Modules for teacher education use in the preparation of vocational student organization advisors.

DeVaughan (1974) conducted a study to determine the competencies needed by vocational and technical education teachers in Oklahoma. DeVaughan reported the following findings related to youth groups: (1) All teachers, administrators, advisory council members, professional personnel development council members, curriculum staff members and students rated all items in the area of student vocational organizations important or higher; (2) All student groups rated the competency "help students plan a meeting for and organize a student vocational organization" as being very important.

In 1975, as part of his doctoral research, Steven Corbin formulated, via a consensus of thirty selected leaders in Distributive Education, goals and objectives for the High School Division of the Distributive

Education Clubs of America. The goals, as prioritized, are as follows:

1. Develop Leadership Characteristics.
2. Develop Self-Confidence and/or Self-Acceptance.
3. Develop a Greater Understanding of Our Free, Competitive Enterprise System.
4. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management.
5. Develop High Ethical Standards in Personal and Business Relationships.
6. Develop Effective Interpersonal Relationships.
7. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution.
8. Develop Greater Proficiency in Communication.
9. Develop Greater Appreciation of the Responsibilities of Citizenship.
10. Develop a Healthy, Competitive Spirit.
11. Develop Social and Business Etiquette.
12. Participate in Planned Social Activities.

This study built upon previous research. The procedures identified by Williams, Berns, and Sipos (1978) and the goals identified by Corbin (1975), specifically, were used as the basis of this study.

Statement of the Problem

The problem of the study was to identify tasks performed by Distributive Education teacher-coordinators in their role as DECA chapter advisors. Furthermore, the study was to identify competencies needed by teacher-coordinators to perform these tasks. Also, the study was to determine at which learning location the competencies should be taught. These tasks and competencies served as the basis for the development of

training modules for use in in-service education of Distributive Education teacher-coordinators in Virginia. Furthermore, these modules could be used in pre-service teacher education programs at the four universities providing Distributive Education teacher education.

More specifically, the following questions were considered in the process of identifying relevant tasks:

1. What are the tasks performed by Distributive Education teacher-coordinators in their role as DECA chapter advisors as perceived by Distributive Education teacher-coordinators in Virginia?
2. What are the tasks that should be performed by Distributive Education teacher-coordinators in their role as DECA chapter advisors as perceived by the Distributive Education assistant state supervisors, local supervisors, and teacher educators in Virginia?
3. What differences exist between identification of tasks performed as perceived by the teacher-coordinators and desired tasks to be performed as perceived by the assistant state supervisors, local supervisors, and teacher educators?
4. To what extent are these identified tasks performed by teacher-coordinators in their role as DECA chapter advisors as perceived by Distributive Education teacher-coordinators in Virginia?
5. At what learning location should the competencies needed to perform these identified tasks be taught as perceived by assistant state supervisors, local supervisors, and teacher educators?
6. To what level of proficiency should the competencies needed to perform these tasks be developed?

Goals and Objectives

This project sought to accomplish the following objectives:

1. The identification and validation of the tasks performed by Distributive Education teacher-coordinators in the role of DECA chapter advisors.
2. The development of the competencies needed to perform the identified tasks into instructional objectives.
3. The development of instructional modules based upon the objectives for use in in-service and pre-service Distributive Education teacher education.

PROCEDURES

Development of Task Statements

A review of the literature was made to ascertain existing information relating to the role of the DECA chapter advisor and tasks performed in that role. Each time a task, competency, or objective appeared in the literature which indicated competence concerned with advising a vocational youth organization, the statement was recorded on a 3" by 5" card and filed under one of the twelve goals of DECA identified by the Corbin study (1975).

A panel of experts was identified to assist in the development of the task statements. The panel of experts included a teacher educator from Virginia Commonwealth University, an assistant state supervisor of Distributive Education, a past high school officer and present manager of a retail store, a secondary chapter advisor, a DECA Board of Trustees member, a DECA Policy and Planning Committee member, and the project directors. This panel met on November 15, 1979 at Virginia Polytechnic

Institute and State University, Blacksburg, Virginia. Purposes of the meeting were to explain the project to the panel members, explain their participation in the project, and discuss issues related to the project. The panel members were then asked to individually review the task statements written previously and to determine:

(1) whether or not the task statement was indeed a task,

(2) whether or not the statement was clear,

(3) whether or not all tasks were listed.

The experts were asked to revise the task statements accordingly and to provide additional task statements not disclosed through the review of the literature process. (See Appendix A for Instructions to Consultants.) The comments of the panel members were studied and a list of 97 revised task statements was completed for use in the questionnaire. (See Appendix B for final task instrument.)

Determination of the Needed Task Information

According to Williams, Berns, and Sipos (1978), three types of task information are needed in order to make decisions concerning task relevancy and appropriateness of training content, including criticalness, comprehensiveness, and timeliness. Task relevancy data for this study were provided by three types of task information, including:

1. the extent that the task is performed by Distributive Education teacher-coordinators in their role as DECA chapter advisors (asked of each teacher-coordinator surveyed),
2. whether or not the task should be performed by Distributive Education teacher-coordinators in their role as

DECA chapter advisors (asked of each assistant state supervisor, local supervisor, and teacher educator),

3. at what learning location the task should be taught (asked of each assistant state supervisor, local supervisor, and teacher educator).

Extent That the Task Is Performed by Distributive Education Teacher-Coordinators in Their Role as DECA Chapter Advisors

To gain information concerning this type of task information, the following question was asked of teacher-coordinators on the survey instrument: "How much do you consider each task to be a part of your role as a DECA chapter advisor?" This question was answered by circling a value between zero and seven according to the following rating scale:

0 - Definitely not a task performed in my role as a DECA chapter advisor

1 - Under unusual circumstances may be a minor part of my role as a DECA chapter advisor

2

3

4 - A substantial part of my role as a DECA chapter advisor

5

6

7 - A most significant part of my role as a DECA chapter advisor.

The ratings of "2" and "3" represented intermediate levels between

"minor" and "substantial" parts of the role. Similarly, the ratings of "5" and "6" represented intermediate levels between "substantial" and "most significant" parts of the role of the DECA chapter advisor (Williams, Berns, and Sipos, 1978).

Desired Task Performance

Assistant state supervisors, local supervisors, and teacher educators were asked to identify those tasks which should be performed by Distributive Education teacher-coordinators in their role as DECA chapter advisors and which tasks should not be performed in the role of advisor. To gain this information, the following direction was given to those completing the questionnaire: "Check all tasks which you believe should be performed by teacher-coordinators in their role as chapter advisors."

Learning Location

The assistant state supervisors, local supervisors, and teacher educators were also asked where each task that the respondent believed should be performed by teacher-coordinators in their role as DECA chapter advisors should be learned. The following rating scale was used:

U - Undergraduate, pre-service university teacher education program

M - Master's program at a university

P - Post-master's program at a university

I - In-service workshop/module

O - Other (please specify)

N - Nowhere - there is nothing of any real substance that needs to be learned about the activity.

Appendix C gives the complete directions given to teacher-coordinators, assistant state supervisors, local supervisors, and teacher educators.

Determination of Needed Respondent Background Information

The project directors developed background questionnaires which would serve as a medium for collecting information on specific characteristics of the respondents. The following information was gathered from the teacher-coordinators completing the instrument:

1. Sex
2. Years of teaching experience in Distributive Education
3. Whether the respondent was certified to teach Distributive Education based upon completion of the requirements in an undergraduate Distributive Teacher Education program or a summer certification program
4. University from which the teacher-coordinator completed Distributive Education courses for certification
5. Educational background
6. Whether or not the respondent was a member of Collegiate DECA in college
7. Number of teacher-coordinators in the respondent's school
8. Total number of Distributive Education high school students in the respondent's school
9. Whether or not the respondent felt that the following statement reflected his/her belief in relation to DECA's role in the Distributive Education program:

> DECA should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills. (Crawford, 1967, p. 24)

Item 9 above was asked in order to determine whether or not this philophy of DECA was still a basis for the use of DECA in the instructional program.

The following information was gathered from the assistant state supervisors, local supervisors, and teacher educators completing the instrument:

1. Sex
2. Years of experience in Distributive Education
3. Educational background
4. Years of experience as a high school Distributive Education teacher-coordinator
5. Number of years since the respondent had been a high school Distributive Education teacher-coordinator
6. Whether or not the respondent felt that the statement identified in item 9 above reflected his/her belief in relation to DECA's role in the Distributive Education program.

Appendix D provides the teacher-coordinator background questionnaire and the assistant state supervisor, local supervisor, and teacher educator background questionnaire.

Pilot Study

A pilot study was conducted during which a sample of teacher-coordinators, graduate students, and the panel of experts completed the instruments and reviewed them to determine if:

1. the cover letter was adequate and would elicit a response
2. the instructions were clear and readily understood
3. the format of the instruments was clear and easily completed
4. the evaluation form was adequate.

Also, the pilot study participants were asked to time themselves so that the project directors could indicate on the final cover letters the approximate number of minutes that it would take a respondent to complete the instrument. Pilot test materials may be found in Appendix E.

Upon completion of the pilot test, the project directors made the necessary revisions on the cover letters, instructions, questionnaires, and evaluation forms.

Population and Sample

Persons involved with the Virginia Distributive Education secondary program who did not participate in the panel of experts, teacher education advisory committee, or pilot study activities served as the population for this project; specifically, secondary Distributive Education teacher-coordinators, assistant state supervisors, local supervisors, and teacher educators. For comparison purposes, the population was divided into two groups: teacher-coordinators and the leadership team (composed of assistant state supervisors, local supervisors, and teacher educators).

A random sample of teacher-coordinators was drawn from the 1978-1979

Directory of Virginia Distributive Education Personnel supplied by the Virginia Department of Education. A sampling procedure was used to determine the number of Distributive Education teacher-coordinators to survey. All Distributive Education assistant state supervisors, local supervisors, and teacher educators listed in the Directory of Virginia Distributive Education Personnel were surveyed.

Four weeks after the initial mailing, a follow-up letter was sent to those teacher-coordinators not responding. The letter in Appendix F was sent requesting their response. If a non-respondent had lost the original instrument, that teacher-coordinator was asked to complete and return a form requesting another copy. Five such forms were returned and additional copies were immediately mailed to them. (See Appendix F.)

A follow-up of non-respondents was conducted by telephone to determine whether or not a difference existed between responses of respondents and non-respondents. No significant differences were found.

Collection of the Data

Teacher-coordinators were mailed the following items:

1. Cover letter (see Appendix G)
2. Teacher-coordinator directions (see Appendix H)
3. Teacher-coordinator background questionnaire (see Appendix I)
4. Task statement listing and scale (see Appendix B)
5. Evaluation form (see Appendix J).

Assistant state supervisors, local supervisors, and teacher educators were sent the following items:

1. Cover letter (see Appendix G)

2. Supervisor/teacher educator directions (see Appendix K)
3. Supervisor/teacher educator background questionnaire (see Appendix L)
4. Task statement listing and scale (see Appendix L)
5. Evaluation form (see Appendix I).

Survey instruments were color coded, such that the teacher-coordinator instrument was yellow and the leadership team instrument was green. Each instrument was numerically coded so that non-respondent follow-up procedures could be carried out. Responses from the background questionnaires and task listings were key punched onto computer data cards for analysis purposes.

Analysis Procedures

Data were collected and analyzed for use as a basis for the development of modules. These modules are to serve the purpose of instructional materials for competency-based in-service training of Distributive Education teacher-coordinators in their role as DECA chapter advisors.

The Task Inventory System (TIS) was used to analyze the data. As explained by Williams, Berns, and Sipos (1978), the TIS consists of four programs which are FILEUP, SVCALE, TABLES, and LEVEL. Mead,Essex and Ammerman (1977) describes these programs as follows:

1. FILEUP, reads raw data cards, scans for inconsistencies, checks for card sequencing errors, and builds a raw data tape file (MASTER).
2. SVCALE, reads the MASTER file, calculates the summary descriptive values for each task on each question and creates a summary value tape file (SVFILE).

3. TABLES, reads the SVFILE and prints data summary tables.

4. LEVEL, selects relevant tasks.

Williams, Berns, and Sipos (1978) describe a two-stage selection process for determining which tasks warrant training. The first stage rejects any task based on the following criteria:

1. Less than 15% of the leadership team members claim the teacher-coordinators should perform the task in their role as DECA advisors
2. A mean score of less than 0.75 by the teacher-coordinators describing how significant a part of their role as DECA advisors the task is on a scale of 0-7.

The second stage identified tasks as unimportant for training if they had both a moderately low significant rating and a moderately low training percentage. This stage computed prediction coefficients for the tasks remaining from the first stage. This was calculated with (a) the extent of significance data and (b) learning location data in the following prediction equation:

$$\bar{Y} = 1.90 + 0.53 \text{ (mean significance rating)} + 0.05 \text{ (\% citing training as location)}$$

(Ammerman and Essex, 1977, p. 24)

The tasks that remained were important for some type of inclusion in training. Next, the process had a method for determining the level of task development to be accomplished in training. Using the predicted Y values for each task, it was placed on a scale of 0 through 7 indicating the level of development for the task. This leveling is presented in Figure 1.

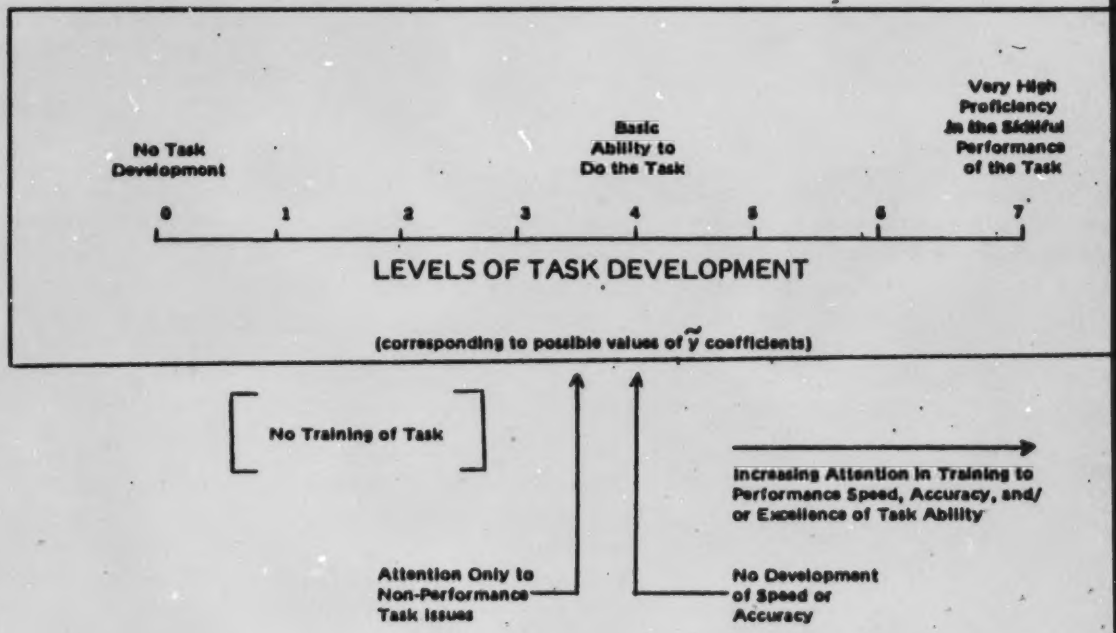

Figure 1. A scale which identifies the levels of task development (Ammerman and Pratzner, 1977, Volume 4, p. 30).

The teacher-coordinator background questionnaire and the supervisor/teacher educator background questionnaire provided descriptive data. Frequency counts were supplied by use of the Statistical Analysis System (SAS).

Development of Instructional Modules

Upon completion of the analysis, the task statements were clustered into relevant topics. These topics would serve as the basis for module development. One module was developed per topic.

The task statements were used as the basis for the development of competencies and instructional objectives. A synthesized statement was written from two or more related task statements and was used as the terminal performance objective of the module. Each task statement within a module was used as an enabling objective. Therefore, the competencies needed to perform the tasks were included in the terminal performance objective and enabling objectives.

Also, upon completion of the analysis which indicated the perceptions of the assistant state supervisors, local supervisors, and teacher educators of Distributive Education in Virginia toward the learning locations appropriate for the development of each task, the task was identified as to the site at which it should be learned, pre-service or in-service. This information was included in each module.

The items to be included in the modules were initially identified by the project directors. Also, the format of the modules was developed. These items and format were presented to the teacher education advisory committee for suggestions and comments. The final list of items to be

included in each module was completed based upon recommendations of the advisory committee. Also, the format of the modules was finalized and reflects the recommendations of the advisory committee.

The modules were written by the project directors. These field test versions of the modules were supplied to each of the four teacher education institutions in Virginia. The field test is to be completed during the second phase of this project. Revisions will be made based upon findings of this field test. The final modules will be printed and disseminated upon completion of the second phase of the project.

RESULTS AND ACCOMPLISHMENTS

Extent of Task Performance and Relevance

Data in Table 1 reveal that more than 50% of the teacher-coordinators responding to the questionnaire indicated that they performed all tasks included on the instrument. However, less than 70% (but greater than 50%) of those responding indicated that in the role of DECA chapter advisor they performed tasks 24, 25, 84, and 85 which are as follows:

24. Direct the operation of a school store or other business (67.1%)
25. Seek monetary contributions from businesses for DECA activities (64.8%)
84. Direct the development and upkeep of a chapter library (69.6%)
85. Direct the formation of an alumni chapter (56.5%).

Data in Table 1 reveal that 50% or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all the tasks listed in their role as DECA chapter advisors. However, less than 70% (but greater than or

Table 1

Task Occurrence and Desirability
in the Role of DECA Advisor

Task Statement Number (see Appendix B)	Performed by Teacher-Coordinators in Role as DECA Advisors Q1(+)		Desired by Supervisors and Teacher Educators Q2(+)		Difference D:Q1-Q2
	N	%	N	%	%
1	71	100.0	32	100.0	0.0
2	70	98.6	31	96.9	1.7
3	71	100.0	29	90.6	9.4
4	71	100.0	31	96.9	3.1
5	70	98.6	30	93.8	4.8
6	71	100.0	32	100.0	0.0
7	71	100.0	31	96.9	3.1
8	69	97.2	31	96.9	0.3
9	70	98.6	32	100.0	-1.4
10	61	85.9	28	87.5	-1.6
11	68	95.8	32	100.0	-4.2
12	69	97.2	32	100.0	-2.8
13	69	97.2	20	62.5	34.7
14	65	92.9	24	75.0	17.9
15	69	97.2	32	100.0	-2.8
16	68	95.8	30	93.8	2.0
17	69	97.2	32	100.0	-2.8
18	69	97.2	32	100.0	-2.8
19	66	94.3	26	81.3	13.0
20	71	100.0	31	96.9	3.1
21	71	100.0	31	96.9	3.1
22	71	100.0	31	96.9	3.1
23	70	98.6	32	100.0	-1.4
24	47	67.1	19	59.4	7.8
25	46	64.8	16	50.0	14.8
26	67	94.4	32	100.0	-5.6
27	66	94.3	24	75.0	19.3
28	70	98.6	30	93.8	4.8
29	68	95.8	32	100.0	-4.2
30	68	95.8	28	87.5	8.3

Table 1, Task Occurrence and Desirability in the Role of DECA Advisor, continued

Task Statement Number (see Appendix B)	Performed by Teacher-Coordinators in Role as DECA Advisors Q1(+)		Desired by Supervisors and Teacher Educators Q2(+)		Difference D:Q1-Q2
	N	%	N	%	%
31	67	94.4	31	96.9	-2.5
32	70	98.6	30	100.0	-1.4
33	59	83.1	27	90.0	-6.9
34	68	95.8	20	66.7	29.1
35	68	95.8	20	66.7	29.1
36	68	95.8	24	80.0	15.8
37	68	95.8	27	90.0	5.8
38	69	97.2	29	96.7	0.5
39	63	90.0	27	90.0	0.0
40	68	95.8	29	96.7	-0.9
41	71	100.0	32	100.0	0.0
42	66	93.0	31	96.9	-3.9
43	64	90.1	20	62.5	27.6
44	65	91.5	31	96.9	-5.3
45	70	98.6	31	96.9	1.7
46	69	97.2	32	100.0	-2.8
47	70	98.6	32	100.0	-1.4
48	70	100.0	31	96.9	3,1
49	71	100.0	32	100.0	0.0
50	71	100.0	32	100.0	0.0
51	71	100.0	32	100.0	0.0
52	69	97.2	30	9.38	3.4
53	70	98.6	31	96.9	1.7
54	67	94.4	32	100.0	-5.6
55	60	84.5	31	96.9	-12.4
56	68	95.8	32	100.0	-4.2
57	68	97.1	32	100.0	-2.9
58	70	100.0	31	96.9	3.1
59	58	81.7	26	81.3	0.4
60	65	91.5	29	90.6	0.9
61	70	98.6	32	100.0	-1.4
62	71	100.0	31	96.9	3.1
63	68	97.1	26	81.3	15.9
64	71	100.0	23	71.9	28.1
65	71	100.0	32	100.0	0.0

Table 1, Task Occurrence and Desirability in the Role of DECAAdvisor, continued

Task Statement Number (see Appendix B)	Performed by Teacher-Coordinators in Role as DECA Advisors Q1(+)		Desired by Supervisors and Teacher Educators Q2(+)		Difference D:Q1-Q2
	N	%	N	%	%
66	71	100.0	32	100.0	0.0
67	67	94.4	31	96.9	-2.5
68	67	95.7	32	100.0	-4.3
69	71	100.0	32	100.0	0.0
70	71	100.0	32	100.0	0.0
71	71	100.0	32	100.0	0.0
72	68	95.8	31	96.9	-1.1
73	68	98.6	32	100.0	-1.4
74	64	94.1	28	87.5	6.6
75	64	94.1	31	96.9	-2.8
76	59	85.5	30	93.8	-8.2
77	67	97.1	31	96.9	0.2
78	69	100.0	31	96.9	3.1
79	69	100.0	30	93.8	6.3
80	67	97.1	31	96.9	0.2
81	61	88.4	29	90.6	-2.2
82	66	95.7	31	96.9	-1.2
83	68	98.6	30	93.8	4.8
84	48	69.6	24	75.0	-5.4
85	39	56.5	25	78.1	-21.6
86	70	98.6	32	100.0	-1.4
87	63	90.0	32	100.0	-10.0
88	70	98.6	32	100.0	-1.4
89	65	91.5	32	100.0	-8.5
90	69	97.2	30	93.8	3.4
91	53	75.7	29	90.6	-14.9
92	64	90.1	30	93.8	-3.6
93	66	93.0	30	93.8	-0.8
94	71	100.0	29	100.0	0.0
95	71	100.0	29	100.0	0.0
96	70	98.6	28	96.6	2.0
97	56	78.9	27	93.1	-14.2

equal to 50%) of those responding indicated that teacher-coordinators should perform tasks 13, 24, 25, 34, 35, and 43 in their role as DECA chapter advisors, which are:

13. Require distributive education students to join DECA (62.5%)
24. Direct the operation of a school store or other business (59.4%)
25. Seek monetary contributions from businesses for DECA activities (50.0%)
34. Create an interest in the selection of a desirable occupation (66.7%)
35. Discuss with members career aspirations (66.7%)
43. Inform absent members of plans and activities (62.5%).

For most of the tasks that the teacher-coordinators indicated they performed to some degree, the assistant state supervisors, local supervisors, and teacher educators believed that they should perform these tasks. However, some differences existed.

As data in Table 1 reveal, for eleven tasks the percentage of teacher-coordinators indicating that they performed the tasks in their role as DECA chapter advisors was higher than the percentage of assistant state supervisors, local supervisors, and teacher educators, indicating that the teacher-coordinators should perform the tasks in their role as DECA chapter advisors by more than ten percent. These eleven tasks are:

13. Require distributive education students to join DECA (34.7% higher)
14. Recruit distributive education students to join DECA (17.9% higher)
19. Evaluate each member's participation in chapter activities

(13.0% higher)

25. Seek monetary contributions from businesses for DECA activities (14.8% higher)
27. Utilize values clarification activities (19.3% higher)
34. Create an interest in the selection of a desirable occupation (29.1% higher)
35. Discuss with members career aspirations (29.1% higher)
36. Direct members to apply for scholarships (15.8% higher)
43. Inform absent members of plans and activities (27.6% higher)
63. Carry out approved disciplinary action (15.9% higher)
64. Uphold acceptable standards of behavior in DECA activities (28.1% higher).

For five tasks, the percentage of assistant state supervisors, local supervisors, and teacher educators indicating that the teacher-coordinators should perform the tasks in their role as DECA chapter advisors was higher than the percentage of teacher-coordinators indicating that they performed the tasks in their role as DECA chapter advisors by more than 10 percent. These five tasks are:

55. Direct the presentation of DECA chapter activities on radio and/or television (12.4% higher)
85. Direct the formation of an alumni chapter (21.6% higher)
87. Plan a district and/or cluster conference/rally (10.0% higher)
91. Recommend reference books and periodicals that should be added to the library in relation to DECA (14.9%)
97. Seek funding from local school administration for DECA member and/or advisor participation at DECA activities

(14.2% higher).

Data in Table 2 reveal statistics concerning the extent that the task is considered to be a part of the teacher-coordinator's role as a DECA chapter advisor as perceived by the teacher-coordinators responding to the survey. Fifty percent or more of the respondents indicated that 89 of the 97 tasks are significant or substantial parts of their role as DECA advisors. Less than 50% of the teacher-coordinators indicated that the following tasks were a substantial or significant part of their role as DECA chapter advisors:

25. Seek monetary contributions from businesses for DECA activities (21.1% indicated this task was a substantial or significant part of their role as DECA chapter advisors)
43. Inform absent members of plans and activities (45.1%)
59. Speak at banquet or professional chapter meetings other than own (38.0%)
76. Direct development of a constitution and bylaws (46.4%)
81. Direct the development of a local DECA handbook (47.8%)
84. Direct the development and upkeep of a chapter library (33.3%)
85. Direct the formation of an alumni chapter (20.3%)
91. Recommend reference books and periodicals that should be added to the library in relation to DECA (42.9%).

Learning Location

As data in Table 3 indicate, for 70 of the 97 tasks, greater than 50% of the assistant state supervisors, local supervisors, and teacher

Table 2

Teacher-Coordinator Perceptions of Extent Task Is Part of the Role of a DECA Advisor

Task Statement Number (see Appendix B)	Mean	SD	N	Number of Responses Per Category								% Part of Role	% Significant Part of Role
				0	1	2	3	4	5	6	7		
1	5.54	1.73	71	0	3	1	4	14	9	5	35	100.0	88.7
2	5.34	1.77	71	1	2	0	7	17	6	8	30	98.6	85.9
3	5.80	1.79	71	0	2	4	3	10	4	3	45	100.0	87.3
4	5.66	1.53	71	0	1	0	4	18	6	7	35	100.0	93.0
5	4.59	1.86	71	1	4	5	7	20	10	7	17	98.6	76.1
6	6.15	1.41	71	0	2	0	1	8	6	8	46	100.0	95.8
7	5.11	1.61	71	0	3	1	4	20	13	9	21	100.0	88.7
8	4.34	1.92	71	2	7	2	6	25	10	4	15	97.2	76.1
9	5.58	1.81	71	1	3	1	3	12	8	7	36	98.6	88.7
10	3.31	2.29	71	10	11	8	5	15	9	3	10	85.9	52.1
11	4.61	1.86	71	3	2	4	4	25	9	8	16	95.8	81.7
12	4.06	1.71	71	2	4	6	8	30	7	5	9	97.2	71.8
13	5.23	2.04	71	2	3	2	7	14	5	4	34	97.2	80.3
14	4.70	2.38	70	5	7	2	4	14	7	2	29	92.9	74.3
15	4.54	1.74	71	2	4	1	4	31	7	9	13	97.2	84.5
16	4.48	2.06	71	3	5	5	6	19	6	10	17	95.8	73.2
17	5.39	1.83	71	2	3	0	2	15	10	9	30	97.2	90.1
18	5.03	1.82	71	2	3	1	2	22	11	7	23	97.2	88.7
19	4.41	2.19	70	4	5	6	8	11	11	6	19	94.3	67.1
20	5.70	1.37	71	0	0	0	4	15	11	9	32	100.0	94.4

Table 2, Teacher-Coordinator Perceptions of Extent Task Is Part of the Role of a DECA Advisor, continued

Task Statement Number (see Appendix B)	Mean	SD	N	Number of Responses Per Category								% Part of Role	% Significant Part of Role
				0	1	2	3	4	5	6	7		
21	5.42	1.51	71	0	2	1	2	17	10	16	23	100.0	93.0
22	5.92	1.44	71	0	1	1	1	14	4	12	38	100.0	95.8
23	5.37	1.94	71	1	3	4	1	18	4	5	35	98.6	87.3
24	3.39	2.83	70	23	4	1	3	11	7	4	17	67.1	55.7
25	1.86	1.93	71	25	13	8	10	8	4	0	3	64.8	21.1
26	4.18	2.04	71	4	4	7	7	22	7	5	15	94.4	69.0
27	3.76	1.90	70	4	7	7	9	18	14	4	7	94.3	61.4
28	5.21	1.78	71	1	3	2	2	18	11	8	26	98.6	88.7
29	5.17	1.76	71	3	0	1	5	16	13	10	23	95.8	87.3
30	4.18	1.79	71	3	4	6	5	23	13	10	7	95.8	74.6
31	4.10	1.93	71	4	6	4	5	23	15	3	11	94.4	73.2
32	4.49	1.55	71	1	3	3	7	21	18	11	7	98.6	80.3
33	3.45	2.32	71	12	8	4	8	15	7	9	8	83.1	54.9
34	4.92	2.08	71	3	4	4	4	13	8	12	23	95.8	78.9
35	4.99	2.13	71	3	6	1	3	15	7	10	26	95.8	81.7
36	4.13	1.85	71	3	3	5	13	24	4	8	11	95.8	66.2
37	5.08	2.07	71	3	2	3	7	16	1	10	29	95.8	78.9
38	4.11	1.85	71	2	3	7	15	21	5	5	13	97.2	62.0
39	3.66	2.18	70	7	6	9	10	16	5	6	11	90.0	54.3
40	4.23	2.10	71	3	6	5	12	18	3	7	17	95.8	63.4
41	4.25	1.84	71	0	6	5	13	21	9	1	16	100.0	66.2
42	3.48	1.92	71	5	7	10	12	19	7	4	7	93.0	52.1
43	3.13	2.01	71	7	12	8	12	18	5	2	7	90.1	45.1
44	4.13	2.25	71	6	5	7	6	19	6	4	18	91.5	66.2
45	4.20	1.77	71	1	7	2	11	23	10	7	10	98.6	70.4

Table 2, Teacher-Coordinator Perceptions of Extent Task Is Part of the Role of a DECA Advisor, continued

Task Statement Number (see Appendix B)	Mean	SD	N	Number of Responses Per Category								% Part of Role	% Significant Part of Role
				0	1	2	3	4	5	6	7		
46	4.73	1.78	71	2	1	3	7	27	4	9	18	97.2	81.7
47	5.93	1.52	71	1	0	1	3	10	6	10	40	98.6	93.0
48	5.57	1.74	70	0	2	3	4	12	8	5	36	100.0	87.1
49	6.20	1.41	71	0	0	1	4	10	1	4	51	100.0	93.0
50	4.96	1.73	71	0	1	7	5	20	7	10	21	100.0	81.7
51	5.21	1.64	71	0	2	1	5	22	9	6	26	100.0	88.7
52	4.21	1.81	71	2	5	4	9	25	8	7	11	97.2	71.8
53	4.31	1.84	71	1	6	5	10	16	13	9	11	98.6	69.0
54	4.07	1.96	61	4	5	5	10	19	11	6	11	94.4	66.2
55	3.37	2.35	71	11	11	5	7	14	6	8	9	84.5	52.1
56	4.28	2.10	71	3	7	4	9	19	4	9	16	95.8	67.6
57	4.77	2.01	70	2	5	2	5	22	4	8	22	97.1	80.0
58	5.21	2.01	70	0	6	4	4	10	6	11	29	100.0	80.0
59	2.93	2.38	71	13	13	10	8	8	5	4	10	81.7	38.0
60	3.89	2.25	71	6	8	6	10	13	8	6	14	91.5	57.7
61	4.25	1.90	71	1	5	7	13	16	7	9	13	98.6	63.4
62	4.70	1.59	71	0	2	3	9	24	9	10	14	100.0	80.3
63	4.83	2.11	70	2	4	3	10	17	2	4	28	97.1	72.9
64	5.59	1.39	71	0	0	0	2	24	5	10	30	100.0	97.2
65	4.76	1.61	71	0	1	5	10	18	12	10	15	100.0	77.5
66	5.94	1.31	71	0	0	0	1	16	9	5	40	100.0	98.6
67	4.39	2.19	71	4	6	5	6	17	8	5	20	94.4	70.4
68	5.34	1.96	70	3	1	3	3	13	8	7	32	95.7	85.7
69	5.70	1.50	71	0	2	0	1	17	6	13	32	100.0	95.8
70	5.46	1.73	71	0	3	3	2	14	6	14	29	100.0	88.7

Table 2, Teacher-Coordinator Perceptions of Extent Task Is Part of the Role of a DECA Advisor, continued

Task Statement Number (see Appendix B)	Mean	SD	N	Number of Responses Per Category								% Part of Role	% Significant Part of Role
				0	1	2	3	4	5	6	7		
71	6.14	1.31	71	0	0	1	2	11	2	11	44	100.0	95.8
72	4.92	2.10	71	3	3	5	5	14	7	8	26	95.8	77.5
73	5.87	1.51	69	1	0	1	2	11	8	9	37	98.6	94.2
74	4.85	2.21	68	5	2	3	6	14	7	4	27	92.6	76.5
75	4.60	1.99	68	4	1	3	9	19	8	5	19	94.1	75.0
76	3.07	2.25	69	11	12	7	7	14	7	3	8	84.1	46.4
77	5.52	1.82	69	2	3	0	3	8	10	14	29	97.1	88.4
78	4.90	1.66	69	0	2	4	6	20	9	11	17	100.0	82.6
79	5.04	1.90	69	0	4	2	9	17	4	6	27	100.0	78.3
80	4.58	2.20	69	3	6	5	5	15	7	6	22	95.7	72.5
81	3.17	2.23	69	8	14	7	7	17	3	4	9	88.4	47.8
82	4.38	2.25	69	5	7	3	6	13	7	12	16	92.8	69.6
83	5.12	1.76	69	0	3	2	7	17	6	11	23	100.0	82.6
84	2.42	2.29	69	23	8	6	9	8	6	5	4	66.7	33.3
85	1.51	2.00	69	32	15	5	3	8	1	2	3	53.6	20.3
86	4.90	1.92	71	1	3	5	6	19	4	10	23	98.6	78.9
87	4.77	2.21	70	6	3	2	3	17	7	9	23	91.4	80.0
88	4.93	1.76	71	1	2	3	6	21	9	8	21	98.6	83.1
89	4.17	2.06	71	6	3	3	10	23	5	7	14	91.5	69.0
90	4.58	2.04	71	3	4	4	7	19	8	6	20	95.8	74.6
91	2.91	2.28	70	17	4	10	9	16	4	1	9	75.7	42.9
92	3.72	2.19	71	7	5	9	11	18	4	3	14	90.1	54.9
93	3.92	2.05	71	5	4	9	8	24	3	5	13	93.0	63.4
94	5.90	1.58	71	0	2	1	3	10	5	9	41	100.0	91.5
95	6.34	1.21	71	0	0	0	2	10	2	5	52	100.0	97.2
96	4.94	1.69	71	1	0	4	8	21	7	10	20	98.6	81.7
97	3.45	2.57	71	15	7	5	8	11	5	5	15	78.9	50.7

educators in Virginia indicated that the task should be learned in the undergraduate, pre-service university teacher education program. For the remaining 27 tasks, less than 50% of the respondents indicated that the task should be learned at the undergraduate level. A large portion of assistant state supervisors, local supervisors, and teacher educators indicated that one task should be learned at the in-service level rather than the undergraduate level. This task was number 24, "Direct the operation of a school store or other business." However, this must be interpreted in combination with the fact that thirteen of the 32 supervisors and teacher educators responding indicated that this task should not be performed by the teacher-coordinator in the role as a DECA chapter advisor. Six of the remaining 19 respondents indicated that the task should be learned at the undergraduate level and eight of the 19 remaining respondents indicated that it should be learned at the in-service level.

For two tasks, an equal number of assistant state supervisors, local supervisors, and teacher educators indicated that the tasks should be learned at the undergraduate level as indicated that it should be learned at the in-service level. For task number 58, "Direct the preparation of state and national reports," twelve of the 32 respondents cited the undergraduate level as the appropriate location for learning while twelve other respondents indicated that the in-service level was the appropriate location.

Similarly, for task number 25, "Seek monetary contributions from businesses for DECA activities," an equal number of respondents indicated that the task should be learned at the undergraduate level as indicated

Table 3

Assistant State Supervisors, Local Supervisors and Teacher Educators Perceptions of Learning Locations

Task Statement Number (see Appendix B)	Distribution of Suggested Learning Locations*							Percentages			
	U	I	M	P	O	N	N/R	U	I	M	P
1	25	3	0	0	2	2	0	78.1	9.4	0.0	0.0
2	24	3	0	0	2	2	1	75.0	9.4	0.0	0.0
3	18	3	0	0	3	5	3	56.3	9.4	0.0	0.0
4	17	4	0	0	1	9	1	53.1	12.5	0.0	0.0
5	20	8	0	0	2	0	2	62.5	25.0	0.0	0.0
6	30	1	0	0	0	1	0	93.8	3.1	0.0	0.0
7	20	8	1	0	1	2	1	60.6	24.2	0.0	0.0
8	23	6	0	0	1	2	1	69.7	18.2	0.0	0.0
9	29	2	1	0	0	0	0	90.6	6.3	3.1	0.0
10	15	4	0	0	1	9	4	45.5	12.1	0.0	0.0
11	25	6	0	0	0	1	0	78.1	18.1	0.0	0.0
12	20	5	0	0	1	6	0	62.5	15.6	0.0	0.0
13	17	2	0	0	1	0	12	53.1	6.3	0.0	0.0
14	17	6	0	0	0	1	8	53.1	18.8	0.0	0.0
15	24	5	0	0	1	2	0	75.0	15.6	0.0	0.0
16	27	0	0	0	1	2	2	84.4	0.0	0.0	0.0
17	26	4	1	0	0	1	0	81.3	12.5	3.1	0.0
18	23	5	1	0	1	2	0	71.9	15.6	3.1	0.0
19	19	6	0	0	0	1	6	59.4	18.8	0.0	0.0
20	17	5	0	0	2	7	1	53.1	15.6	0.0	0.0
21	15	7	3	0	2	4	1	46.9	21.9	9.4	0.0
22	23	1	0	0	1	6	1	71.9	3.1	0.0	0.0
23	19	11	0	0	1	1	0	59.4	34.4	0.0	0.0
24	6	8	2	0	3	0	13	18.8	25.0	6.3	0.0
25	5	5	0	0	1	5	16	15.6	15.6	0.0	0.0
26	20	10	1	0	0	0	1	62.5	31.3	3.1	0.0
27	11	7	4	0	1	0	9	34.4	21.9	12.5	0.0
28	19	2	0	0	2	6	3	59.4	6.3	0.0	0.0
29	24	4	0	0	1	2	1	75.0	12.5	0.0	0.0
30	20	5	0	0	2	0	5	62.5	15.6	0.0	0.0

*U - Undergraduate, pre-service
I - In-service
M - Master's program
P - Post-master's program
O - Other
N - Nowhere
N/R - No response or not considered a relevant task

Table 3, Assistant State Supervisors, Local Supervisors, and Teacher Educators Perceptions of Learning Locations, continued

Task Statement Number (see Appendix B)	Distribution of Suggested Learning Locations*							Percentages			
	U	I	M	P	O	N	N/R	U	I	M	P
31	21	3	1	0	1	4	2	65.6	9.4	3.1	0.0
32	21	3	1	0	1	4	2	65.6	9.4	3.1	0.0
33	18	3	1	0	1	4	5	56.3	9.4	3.1	0.0
34	15	2	0	0	2	1	12	46.9	6.3	0.0	0.0
35	13	2	0	0	1	4	12	40.6	6.3	0.0	0.0
36	12	6	0	0	2	4	8	37.5	18.8	0.0	0.0
37	20	4	0	0	1	2	5	62.5	12.5	0.0	0.0
38	24	0	0	0	1	4	3	75.0	0.0	0.0	0.0
39	21	3	1	0	0	2	5	65.6	9.4	3.1	0.0
40	25	4	0	0	0	0	3	78.1	12.5	0.0	0.0
41	15	3	0	0	1	12	1	46.9	9.4	0.0	0.0
42	11	9	0	0	1	9	2	34.4	28.1	0.0	0.0
43	9	0	0	0	0	11	12	28.1	0.0	0.0	0.0
44	20	8	0	0	1	1	2	62.5	25.0	0.0	0.0
45	19	3	0	0	1	8	2	57.6	9.1	0.0	0.0
46	21	1	1	0	1	7	1	65.6	3.1	3.1	0.0
47	15	7	0	0	1	8	1	46.9	21.9	0.0	0.0
48	16	6	0	0	0	9	1	50.0	18.8	0.0	0.0
49	15	9	0	0	2	6	0	46.9	28.1	0.0	0.0
50	26	2	0	0	0	4	0	81.3	6.3	0.0	0.0
51	28	4	0	0	0	0	0	87.5	12.5	0.0	0.0
52	24	3	0	0	1	2	2	75.0	9.4	0.0	0.0
53	26	4	0	0	1	0	1	81.3	12.5	0.0	0.0
54	24	2	0	0	1	5	0	75.0	6.3	0.0	0.0
55	20	8	0	0	1	2	1	62.5	25.0	0.0	0.0
56	25	2	0	0	1	4	0	78.1	6.3	0.0	0.0
57	24	5	0	0	0	3	0	75.0	15.6	0.0	0.0
58	12	12	0	0	2	5	1	37.5	37.5	0.0	0.0
59	13	2	1	0	1	9	6	40.6	6.3	3.1	0.0
60	20	1	1	0	1	6	3	62.5	3.1	3.1	0.0
61	21	4	0	0	2	5	0	65.6	12.5	0.0	0.0
62	17	4	0	0	1	9	1	53.1	12.5	0.0	0.0
63	19	2	1	0	2	2	6	59.4	6.3	3.1	0.0
64	16	0	0	0	0	7	10	48.5	0.0	0.0	0.0
65	20	6	0	0	1	5	0	62.5	18.8	0.0	0.0

*U - Undergraduate, pre-service
I - In-service
M - Master's program
P - Post-master's program
O - Other
N - Nowhere
N/R - No response or not considered a relevant task

Table 3, Assistant State Supervisors, Local Supervisors, and Teacher Educators Perceptions of Learning Locations, continued

Task Statement Number (see Appendix B)	Distribution of Suggested Learning Locations*							Percentages			
	U	I	M	P	O	N	N/R	U	I	M	P
66	21	10	0	0	1	0	0	65.6	31.3	0.0	0.0
67	16	13	0	0	2	1	1	48.5	39.4	0.0	0.0
68	18	9	0	0	2	3	0	56.3	28.1	0.0	0.0
69	22	3	0	0	1	6	0	68.8	9.4	0.0	0.0
70	24	2	0	0	1	5	0	75.0	6.3	0.0	0.0
71	25	6	0	0	0	1	0	78.1	18.8	0.0	0.0
72	22	7	0	0	1	1	1	68.8	21.9	0.0	0.0
73	22	8	0	0	1	1	0	68.8	25.0	0.0	0.0
74	19	7	0	0	0	2	4	59.4	21.9	0.0	0.0
75	26	2	0	0	1	2	1	81.3	6.3	0.0	0.0
76	19	6	0	0	1	4	2	59.4	18.8	0.0	0.0
77	23	5	0	0	1	2	1	71.9	15.6	0.0	0.0
78	23	1	0	0	1	6	1	71.9	3.1	0.0	0.0
79	10	5	0	0	2	13	2	31.3	15.6	0.0	0.0
80	15	7	1	0	3	5	1	46.9	21.9	3.1	0.0
81	16	11	1	0	0	1	3	50.0	34.4	3.1	0.0
82	13	10	0	0	3	5	1	40.6	31.3	0.0	0.0
83	17	6	0	0	2	5	2	53.1	18.8	0.0	0.0
84	16	4	0	0	1	3	8	50.0	12.5	0.0	0.0
85	12	9	1	0	1	2	7	37.5	28.1	3.1	0.0
86	10	6	0	0	1	15	0	31.3	18.8	0.0	0.0
87	19	12	0	0	1	0	0	59.4	37.5	0.0	0.0
88	15	4	0	0	1	11	0	46.9	12.5	0.0	0.0
89	18	4	1	0	1	8	0	56.3	12.5	3.1	0.0
90	17	2	0	0	1	10	2	53.1	6.3	0.0	0.0
91	15	7	0	0	1	5	4	46.9	21.9	0.0	0.0
92	19	6	0	0	1	3	3	59.4	18.8	0.0	0.0
93	17	6	0	0	1	5	3	53.1	18.8	0.0	0.0
94	16	5	0	0	2	6	3	50.0	15.6	0.0	0.0
95	14	5	0	0	2	8	3	43.8	15.6	0.0	0.0
96	14	3	0	0	1	10	4	43.8	9.4	0.0	0.0
97	13	8	1	0	2	3	5	40.6	25.0	3.1	0.0

*U - Undergraduate, pre-service
I - In-service
M - Master's program
P - Post-master's program
O - Other
N - Nowhere
N/R - No response or not considered a relevant task

that it should be learned at the in-service level. However, for this task, half (16) of the 32 responding did not believe that the task should be performed by teacher-coordinators in their role as DECA chapter advisors. Five of the 16 remaining respondents believed that it should be learned at the undergraduate level and five cited the in-service level as being the appropriate learning location.

For six of the 97 tasks, ten or more of the respondents (but less than half of those indicated that the task should be performed) indicated that there is nothing of any real substance that needs to be learned about the activity. These tasks, with the number of respondents indicating that there was nothing of any substance to be learned out of the number of respondents who considered the task to be relevant, are as follows:

41. Distribute and/or discuss DECA-related literature to chapter members (12 out of 31)
79. Arrange necessary transportation for members (13 out of 30)
86. Meet with other chapter advisors (15 out of 32)
88. Direct the maintenance and/or care of all chapter property (11 out of 32)
90. Read literature regarding DECA (10 out of 30)
96. Order DECA-related material (e.g., jewelry, plaques) from the DECA Supply Service (10 out of 28).

For task 43, "Inform absent members of plans and activities," 11 respondents indicated that there was nothing of any substance to be learned out of 20 responding that the task is a part of the role of an advisor (over half).

For eight of the 97 tasks, ten or more of the 32 assistant state supervisors, local supervisors, and teacher educators responding to the questionnaire indicated that the task should be learned through in-service activities. These eight task statements are as follows:

23. Direct a fund raising activity (11 indicated in-service level)
26. Direct member participation in marketing projects (i.e., free enterprise project, diamond projects) (10)
58. Direct the preparation of state and national reports (12)
66. Direct members in preparation for district, state, and/or national conferences and competitive events (10)
67. Assist in the development of rules and procedures for conducting district, state, regional, and/or national DECA competitive events (13)
81. Direct the development of a local DECA handbook (11)
82. Design a procedure for acquiring consumable supplies and materials needed by the chapter (10)
87. Plan a district and/or cluster conference/rally (12).

No task statement elicited more than three responses indicating that the task should be learned in a master's program. Furthermore, for no task did a respondent indicate that it should be learned in a post-master's program. Also, for no task did more than three respondents indicate that it should be learned in a location other than those listed in the scale on the questionnaire. However, one location cited as a place for learning specified tasks that was not included on the scale

was the school or school system in which the teacher-coordinator was employed.

Task Relevance and Level of Development

According to the criteria used for selection of a task for inclusion in training, as described previously, no task was rejected. However, the level to which a task should be learned, also described previously, varied among the task statements. Table 4 includes information citing that all tasks were selected for training. Also included in this table are the y-values that indicate the level to which the task should be learned. Figure 1 reveals that a 7 indicates that a very high proficiency in the skilled performance of the task is needed, 4 indicates that a basic ability to do the task is needed and 0 indicates that no task development is required.

When related tasks were clustered into topics, the levels of development among the tasks were consistent. Table 22 in Appendix J includes the task statements as they are clustered into topics for module development purposes. Also cited are the levels of development and the appropriate learning location(s). Figure 1 may be referred to for interpretation.

As indicated in Figure 1, those tasks eliciting task development levels between 0 and approximately 3 should receive no training. No task in this study elicited such a level. Those tasks that have been identified as having a level of development between approximately 3 and 3.7 should be developed in such a manner that attention should only be paid to non-performance concerns of the tasks. Tasks in this study with such levels were:

Table 4

Task Relevance and Level of Development

Task Statement Number (see Appendix B)	Inclusion (Relevance)	Level of Development
1	SELECT	5.30
2	SELECT	5.20
3	SELECT	5.44
4	SELECT	5.53
5	SELECT	5.58
6	SELECT	5.32
7	SELECT	5.82
8	SELECT	5.11
9	SELECT	5.17
10	SELECT	4.26
11	SELECT	5.28
12	SELECT	4.83
13	SELECT	4.98
14	SELECT	5.33
15	SELECT	5.08
16	SELECT	4.27
17	SELECT	5.38
18	SELECT	5.35
19	SELECT	5.18
20	SELECT	5.70
21	SELECT	5.87
22	SELECT	5.19
23	SELECT	6.46
24	SELECT	4.94
25	SELECT	3.67
26	SELECT	5.68
27	SELECT	4.99
28	SELECT	4.97
29	SELECT	5.26
30	SELECT	4.90
31	SELECT	4.54
32	SELECT	4.75
33	SELECT	4.20
34	SELECT	4.82
35	SELECT	4.86
36	SELECT	5.02
37	SELECT	5.22
38	SELECT	4.08
39	SELECT	4.82
40	SELECT	4.76

Table 4, Task Relevance and Level of Development, continued

Task Statement Number (see Appendix B)	Inclusion (Relevance)	Level of Development
41	SELECT	4.62
42	SELECT	5.15
43	SELECT	3.56
44	SELECT	5.34
45	SELECT	4.58
46	SELECT	4.56
47	SELECT	6.14
48	SELECT	5.79
49	SELECT	6.59
50	SELECT	4.84
51	SELECT	5.29
52	SELECT	4.60
[illegible]	SELECT	4.81
54	SELECT	4.37
55	SELECT	4.93
56	SELECT	4.48
57	SELECT	5.21
58	SELECT	6.54
59	SELECT	3.77
60	SELECT	4.12
61	SELECT	4.78
62	SELECT	5.02
63	SELECT	4.77
64	SELECT	4.86
65	SELECT	5.36
66	SELECT	6.61
67	SELECT	6.20
68	SELECT	6.14
69	SELECT	5.39
70	SELECT	5.11
71	SELECT	6.09
72	SELECT	5.60
73	SELECT	6.26
74	SELECT	5.57
75	SELECT	4.65
76	SELECT	4.47
77	SELECT	5.61
78	SELECT	4.65
79	SELECT	5.35
80	SELECT	5.42

Table 4, Task Relevance and Level of Development, continued

Task Statement Number (see Appendix B)	Inclusion (Relevance)	Level of Development
81	SELECT	5.30
82	SELECT	5.78
83	SELECT	5.55
84	SELECT	3.81
85	SELECT	4.11
86	SELECT	5.44
87	SELECT	6.30
88	SELECT	5.14
89	SELECT	4.73
90	SELECT	4.64
91	SELECT	4.54
92	SELECT	4.81
93	SELECT	4.91
94	SELECT	5.81
95	SELECT	6.04
96	SELECT	4.99
97	SELECT	4.98

25. Seek monetary contributions from businesses for DECA activities (level of development = 3.67)
43. Inform absent members of plans and activities (level of development = 3.56).

Figure 1 indicates that those tasks receiving levels between 3.7 and 4.8 should be developed in such a manner that development of speed or accuracy need not be considered. Those tasks which fall into this range are as follows:

10. Accompany chapter officers to events other than DECA events (i.e., other vocational youth group activities, etc.) (level of development = 4.26)
16. Conduct an organizational meeting of the chapter (4.27)
31. Direct brainstorming sessions regarding chapter activities, etc. (4.54)
32. Direct members in group decision making regarding chapter activities, etc. (4.75)
33. Direct chapter to provide honors/awards to deserving individuals other than chapter members (4.20)
38. Direct the preparation of meeting agenda (4.08)
39. Consult the advisory committee and/or other individuals for assistance and advice on activities of the chapter (4.31)
40. Prepare members in use of Parliamentary Procedures (4.76)
41. Distribute and/or discuss DECA-related literature

to chapter members (4.62)

45. Seek involvement of other school personnel in chapter activities (4.58)
46. Direct securement of guest speakers for chapter meetings (4.56)
52. Direct the establishment of displays in the school and community about DECA (4.60)
54. Include information on DECA in distributive education brochures, pamphlets, etc. (4.37)
56. Acquaint parents of members with the purposes, activities, and/or values of DECA (4.48)
59. Speak at banquet or professional chapter meetings other than own (3.77)
60. Speak to school and/or community groups about DECA (4.12)
61. Direct members to make presentations before various groups (4.78)
63. Carry out approved disciplinary action (4.77)
75. Direct initiation activities (4.65)
76. Direct development of a constitution and bylaws (4.47)
78. Direct social activities (4.65)
84. Direct the development and upkeep of a chapter library (3.81)
85. Direct the formation of an alumni chapter (4.11)
89. Arrange laboratory work areas and storage space

to facilitate DECA activities (4.73)

90. Read literature regarding DECA (4.64)

91. Recommend reference books and periodicals that should be added to the library in relation to DECA (4.54).

The remaining 69 tasks elicited levels of development higher than 4.8. The higher a task level was, the more attention would be given to training in relation to performance speed, accuracy, and/or excellence of task ability. Table 4 displays all 97 tasks cited on the instrument and their levels of development.

Responses to Background Questionnaires

Teacher-Coordinator Responses

The following information was gathered concerning characteristics of the responding teacher-coordinators.

Sex. Of the teacher-coordinators responding to the questionnaire, 57.7% were male and 42.2% were female (see Table 5).

Years of Teaching Experience in Distributive Education. Almost 24% of those responding had taught Distributive Education for ten or more years. Over half (54.9%) of the teacher-coordinators had taught Distributive Education for five or less years (see Table 6).

Completion of Requirements for Certification. Of the teacher-coordinators responding, 85.7% had completed the requirements of an undergraduate Distributive Teacher Education program for state certification and 14.3% had completed the requirements in a summer certification program (see Table 7).

Table 5

Sex of Teacher-Coordinators

Sex	Frequency	Cumulative Frequency	Percent	Cumulative Percent
Male	41	41	57.746	57.746
Female	30	71	42.254	100.000

Table 6

Distributive Education Teaching Experience of Teacher-Coordinators

Number of Years	Frequency	Cumulative Frequency	Percent	Cumulative Percent
0-1	13	13	18.310	18.310
2-3	14	27	19.718	38.028
4-5	12	39	16.901	54.930
6-7	7	46	9.859	64.789
8-9	8	54	11.268	76.056
10+	17	71	23.944	100.000

Table 7

Completion of Requirements for Certification of Teacher-Coordinators

Location of Completion of Requirements	Frequency	Cumulative Percent	Percent	Cumulative Percent
No Response	1			
Undergraduate Distributive Teacher Education program	60	60	85.714	85.714
Summer Certification program	10	70	14.286	100.000

University Attended. Forty percent of the responding teacher-coordinators had attended Virginia Polytechnic Institute and State University to complete the Distributive Education courses required for certification, 28.6% had attended either Virginia Commonwealth University or Richmond Polytechnic Institute, 20% had attended Old Dominion University, and 4.3% had attended the newest teacher education program in Virginia at James Madison University. The remaining 7.1% had attended a university outside Virginia. For each of the following institutions, one teacher-coordinator indicated completion of Distributive Education courses for certification: Bowling Green State University (Ohio), New York University, University of Maryland, University of North Carolina at Greensboro, and Winthrop College (South Carolina) (see Table 8).

Educational Background. Over half of the teacher-coordinator respondents (53.5%) indicated the Bachelor's degree as the highest level of education attained. A Master's degree was indicated as the highest level by 33.8%. One individual had completed a Ph.D. degree (see Table 9).

Membership in Collegiate DECA. Most of the respondents (68.6%) indicated that they had been members of Collegiate DECA in college (see Table 10).

Number of Teacher-Coordinators in the School. Thirty percent of the respondents were employed in schools with single-coordinator Distributive Education programs. The remaining 70% were in schools with multiple-staffed programs. One teacher-coordinator indicated that seven Distributive Education teachers were in the school (see Table 11).

Number of Distributive Education Students in the School. The number of Distributive Education students in the high school in which the respondent taught ranged from 22 to 250. A great deal of variance seemed to be present among the respondents in relation to the number of Distributive Education students in the school. Half of the respondents indicated that there were 110 or fewer Distributive Education students and half indicated that there were over 100 Distributive Education students (see Table 12).

Belief Statement. The respondents were asked to indicate whether or not they felt that the following statement reflected their belief in relation to DECA's role in the Distributive Education program:

> DECA should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills. (Crawford, 1967, p. 24)

Of the teacher-coordinators responding, 94.3% indicated that the above statement reflects their belief and 5.7% indicated that it did not (see Table 13).

Assistant State Supervisor, Local Supervisor, and Teacher Educator Responses

The following information was gathered concerning characteristics of the responding assistant state supervisors, local supervisors, and teacher educators of Distributive Education in Virginia.

Present Position. Three assistant state supervisors, eleven local supervisors, and eighteen teacher educators responded to this survey (see

Table 8

University Attended by Teacher-Coordinators

University	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
Virginia Polytechnic Institute & State University	28	28	40.000	40.000
Virginia Commonwealth University or RPI	20	48	28.571	68.571
Old Dominion Univ.	14	62	20.000	88.571
James Madison Univ.	3	65	4.286	92.857
Other	5	70	7.143	100.000

Table 9

Educational Background of Teacher-Coordinators

Highest Level of Education	Frequency	Cumulative Frequency	Percent	Cumulative Percent
Bachelor's degree	38	38	53.521	53.521
Bachelor's + 30 qtr./ 20 sem. hours	8	46	11.268	64.789
Master's degree	24	70	33.803	98.592
Doctorate	1	71	1.408	100.000

Table 10

Membership in Collegiate DECA of Teacher-Coordinators

Member of Collegiate DECA	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
Yes	48	48	68.571	68.571
No	22	70	31.429	100.000

Table 11

Number of Distributive Education Teacher-Coordinators in Schools of Surveyed Teacher-Coordinators

Number of Teachers	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
1	21	21	30.000	30.000
2	13	34	18.571	48.571
3	26	60	37.143	85.714
4	9	69	12.857	98.571
7	1	70	1.429	100.000

Table 12

Number of Distributive Education Students in Schools of Surveyed Teacher-Coordinators

Number of DE Students	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
22	1	1	1.429	1.429
31	1	2	1.429	2.857
33	2	4	2.857	5.714
36	1	5	1.429	7.143
40	3	8	4.286	11.429
41	1	9	1.429	12.857
42	2	11	2.857	15.714
43	2	13	2.857	18.571
45	2	15	2.857	21.429
46	1	16	1.429	24.286
47	1	17	1.429	24.286
50	2	19	2 857	27.143
51	1	20	1.429	28.571

Table 12, Number of Distributive Education Students in Schools of Surveyed Teacher-Coordinators, continued

Number of DE Students	Frequency	Cumulative Frequency	Percent	Cumulative Percent
52	1	21	1.429	30.000
54	1	22	1.429	31.429
65	2	24	2.857	34.286
72	1	25	1.429	35.714
80	3	28	4.286	40.000
85	1	29	1.429	41.429
89	1	30	1.429	42.857
90	2	32	2.857	45.714
92	1	33	1.429	47.143
100	1	34	1.429	48.571
110	1	35	1.429	50.000
114	1	36	1.429	51.429
115	1	37	1.429	52.857
116	1	38	1.429	54.286
120	3	41	4.286	58.571
125	1	42	1.429	60.000
137	1	43	1.429	61.429
140	1	44	1.429	62.857
147	1	45	1.429	64.286
150	11	56	15.714	80.000
152	2	58	2.857	82.857
153	1	59	1.429	84.286
160	2	61	2.857	87.143
170	1	62	1.429	88.571
200	4	66	5.714	94.286
210	1	67	1.429	95.714
250	3	70	4.286	100.000

Table 13

Belief Toward DECA of Teacher-Coordinators

Belief	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
No	4	4	5.714	5.714
Yes	66	70	94.286	100.000

Table 14). One assistant state supervisor, one local supervisor, and one teacher educator were not sent questionnaires because they were closely associated with the development of the instrument and responses from them may have biased the results. Ninety-seven percent of the eligible assistant state supervisors, local supervisors, and teacher educators responded to the survey.

Sex. Twenty-three of the respondents were male and nine were female (see Table 15).

Experience in Distributive Education. The great majority (74.2%) of the respondents indicated ten or more years of experience in Distributive Education (see Table 16).

Educational Background. All respondents indicated possession of a Bachelor's degree. Every respondent except one indicated possession of a Master's degree and eight respondents indicated that they hold a Doctorate (see Table 17).

Experience as a High School Teacher-Coordinator. Responses to the question concerning the number of years that the assistant state supervisor, local supervisor, or teacher educator had been a high school teacher-coordinator ranged from zero to eleven. The majority of the respondents (64.4%) indicated that their experience as high school coordinators was either 4, 5, 6, or 8 years (see Table 18).

Years Since High School Experience. Responses to the question which asked for the number of years since the respondent had been a high school teacher-coordinator ranged from zero to twenty. A fairly normal distribution of responses occurred in this category (see Table 19).

Belief Statement. In response to the belief statement stated

Table 14

Distribution of Responding Assistant State Supervisors, Local Supervisors, and Teacher Educators

Type of Respondent	Frequency	Cumulative Frequency	Percent	Cumulative Percent
Assistant State Supervisors	3	3	9.375	9.375
Local Supervisors	11	14	34.375	43.750
Teacher Educators	18	32	56.250	100.000

Table 15

Sex of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Sex	Frequency	Cumulative Frequency	Percent	Cumulative Percent
Male	23	23	71.875	71.875
Female	9	32	29.032	100.000

Table 16

Years of Distributive Education Experience of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Number of Years	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
4-5	2	2	6.452	6.452
6-7	1	3	3.226	9.677
8-9	5	8	16.129	25.806
10+	23	31	74.194	100.000

Table 17

Educational Background of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Educational Background	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
Bachelor's + 30 qtr./ 20 sem. hours	1	1	3.226	3.226
Master's	13	14	41.935	45.161
Master's + 30 qtr./ 20 sem. hours	9	23	29.032	74.194
Doctorate	8	31	25.806	100.000

Table 18

Years as a High School Distributive Education Teacher-Coordinator of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Number of Years	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
0	2	2	6.452	6.452
2	3	5	9.677	16.129
3	2	7	6.452	22.581
4	3	10	9.677	32.258
5	9	19	29.032	61.290
6	4	23	12.903	74.194
8	4	27	12.903	87.907
9	2	29	6.452	93.548
10	1	30	3.226	96.774
11	1	31	3.226	100.000

Table 19

Years Since Teaching at the High School Level of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Number of Years	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
0	2	2	6.452	6.452
1	1	3	3.226	9.677
2	2	5	6.452	16.129
3	3	8	9.677	25.806
4	3	11	9.677	25.484
6	2	13	6.452	41.935
8	4	17	12.903	54.839
9	2	19	6.452	61.290
10	1	20	3.226	64.516
12	3	23	9.677	74.194
13	3	26	9.677	83.871
14	1	27	3.226	87.097
15	2	29	6.452	93.548
17	1	30	3.226	96.774
20	1	31	3.226	100.000

Table 20

Belief Toward DECA of Assistant State Supervisors, Local Supervisors, and Teacher Educators

Belief	Frequency	Cumulative Frequency	Percent	Cumulative Percent
No response	1			
No	0	0	0	0
Yes	31	31	100.000	100.000

previously, 100% of those responding to this question indicated that the statement reflected their belief (see Table 20).

Modules Description

An initial list of the items to be included in the modules and an initial draft of the module format were developed by the project directors and presented to the teacher education advisory committee. Upon recommendations of that committee, the list of items and the format were revised and the final versions adopted.

The following items are included in each module:

1. DECA chapter advisor module number
2. Title of the module (topic)
3. Terminal objective (a synthesis statement of the competencies included in the module)
4. Enabling objectives (the competency statements)
5. Level of training (pre-service or in-service)
6. Learning activities (including review, instructional, and evaluation - individual and group activities)
7. Resources
8. Instructional materials including transparency masters, handouts, and rating sheets.

The format of the modules contains each of the above items. An outline of the format is presented in Figure 2.

The modules are bound in three-ring loose-leaf dark brown notebooks. This allows for flexibility in the use of the modules and allows for the addition of supplementary and updated materials into the modules.

The page colors are coded, as follows:

DECA CHAPTER ADVISOR: MODULE __

Title of the Module

TERMINAL OBJECTIVE:

RESOURCES:

ENABLING OBJECTIVE	LEVEL		LEARNING ACTIVITY
	PRE	INS	REVIEW:
			INSTRUCTIONAL:
			EVALUATION:

Figure 2. Module Format

India - teacher resource guides

Green - evaluation instruments

White - transparency masters and other instructional materials.

The following resources are frequently cited in the modules:

1. The Center for Vocational Education, PBTE Modules, AAVIM, University of Georgia, Athens, Georgia.

2. DECA Handbook, DECA Related Materials, 1908 Association Drive, Reston, Virginia 22901

3. DECA Chapter Management Guide, DECA Related Materials, 1908 Association Drive, Reston, Virginia 22901

Evaluation of the Project

Reaction to Task (Competency) Survey

All teacher-coordinators, assistant state supervisors, local supervisors, and teacher educators surveyed were asked to complete an evaluation form. This instrument asked seven questions concerning the survey. Also, an open-ended question was included which called for recommendations for improvements and corrections for the survey (see Appendix H).

Each respondent was asked to respond to each of the seven items by circling one point on a five point scale that ranged from strongly agree to strongly disagree as follows:

Symbol	Meaning	Code Value
SA	Strongly Agree	5
A	Agree	4
U	Undecided	3
D	Disagree	2
SD	Strongly Disagree	1

Review of the data in Table 21 reveals that responses to each of the seven statements were in agreement with the overall survey process. Each group, including teacher-coordinators, assistant state supervisors, local supervisors, and teacher educators, reacted positively to each of the evaluation statements.

Responses to the open-ended item, "Please recommend any improvements or corrections for this survey questionnaire," were as follows.

Three teacher-coordinators expressed concern related to the separation of DECA and Distributive Education. One teacher-coordinator claimed that it is "very hard to separate DECA and DE in talking about things concerning competencies and career goals." Another stated, "I'm inclined to think that some tasks are putting DECA before DE ... let's keep our priorities in focus - DECA is important - but should not outshine DE." A third teacher-coordinator stated, "Primarily, I teach DE - not DECA - although DECA is a considerable part of my program. It is co-curricular - but let's not push DECA as the DE curriculum."

Another concern expressed by teacher-coordinators related to the difference between advisors performing tasks and advisors being responsible for the performance of the tasks by DECA members. One teacher-coordinator wrote, "... all of the tasks listed are important and I am heavily involved in 95% of them. However, one might look at this survey and think that I do all the work and students do very little. To the contrary, I am heavily involved with most of the tasks, but side by side with students." Another teacher-coordinator asked, "Did significant part mean that I spent a lot of time doing the activity - that when it was

Table 21

Reactions to Evaluation Statements by Type of Respondent

Statement	Type of Respondent	Mean
1. The tasks listed on this questionnaire seemed to include most of the activities I perform in my role as a DECA chapter advisor.	Teacher-Coordinators	4.51
The tasks listed on this questionnaire seemed to include most of the activities I believe should be performed in the role of a chapter advisor.	Assistant State Supervisors	5.00
	Local Supervisors	4.73
	Teacher Educators	4.56
2. The general format of the questionnaire seemed reasonably simple and easy to complete.	Teacher-Coordinators	4.28
	Assistant State Supervisors	5.00
	Local Supervisors	4.36
	Teacher Educators	4.25
3. I feel reasonably certain that my ratings indicate fairly accurately what I do in my role as a DECA chapter advisor.	Teacher-Coordinators	4.16
I feel reasonably certain that my ratings indicate fairly accurately what I believe to be the role of a DECA chapter advisor.	Assistant State Supervisors	4.33
	Local Supervisors	4.64
	Teacher Educators	4.25
4. I found it reasonably easy to think of my role as a DECA chapter advisor in terms of the tasks listed in the questionnaire.	Teacher-Coordinators	4.09
I found it reasonably easy to think of the role of a DECA chapter advisor in terms of the tasks listed in the questionnaire.	Assistant State Supervisors	4.33
	Local Supervisors	4.30
	Teacher Educators	4.00

Table 21, Reactions to Evaluation Statements by Type of Respondent, continued

Statement	Type of Respondent	Mean
5. The directions provided were reasonably clear and understandable.	Teacher-Coordinators	4.39
	Assistant State Supervisors	5.00
	Local Supervisors	4.36
	Teacher Educators	4.13
6. The task statements were reasonably clear and accurate, at least for the ones that are part of my role as a DECA chapter advisor.	Teacher-Coordinators	4.28
The task statements were reasonably clear and accurate, at least for the ones that are part of the role of a DECA chpater advisor.	Assistant State Supervisors	4.33
	Local Supervisors	4.18
	Teacher Educators	3.94
7. This survey seemed to be a good way to describe my role as a DECA chapter advisor.	Teacher-Coordinators	4.04
This survey seemed to be a good way to describe the role of a DECA chapter advisor.	Assistant State Supervisors	4.00
	Local Supervisors	3.91
	Teacher Educators	3.81

done I was substantially-significantly the one doing it and not a student?"

Three teacher-coordinators indicated concerns related to the scale. A teacher-coordinator wrote, "The rating scale was hard to use. There isn't enough difference between 4 and 7 and too much between 0 and 4." Yet, another teacher-coordinator contradicted that statement by stating, "Seven choices made it difficult to clearly define my role." A third teacher-coordinator suggested that a scale should be used that would include an assessment as to whether or not a task was on-going or done once a year or less.

One teacher-coordinator suggested that information concerning the type of area or school system in which the teacher-coordinator was employed would be useful. Another teacher-coordinator indicated that the survey was too long. Three teacher-coordinators expressed concern that return postage was not provided. Two teacher educators and one local supervisor explained chosing specific responses in relation to the learning location.

Three teacher educators expressed concern related to the use of the word, "direct" as a verb in the task statements. One teacher educator stated, "... in all the DECA activities you will have different degrees of involvement yet 'direct the activities of ...' doesn't seem to allow for this ... some of the activities would require, in my mind, an active involvement on the part of the teacher. Other activities would have the teacher in a more passive role as an overseer or a manager. Still other activities I would prefer to see accomplished totally by the students - but realistically the teacher would be held responsible for any and all activities carried out by distributive education students."

Another teacher educator suggested that many of the statements begin with "Direct students in the ..." rather than "Direct ...". A third teacher educator stated that the "chapter advisor should see that most of these tasks are completed but the officers and committees (made up of club members) should direct (guide, control, regulate) many of them."

Two supervisors indicated that a point on the scale should have been, "common sense". One teacher educator explained that some tasks were not checked because they were not unique to the role of the DECA advisor. A teacher educator stated that comprehensiveness could have been judged if the tasks had been grouped into functional or other designated categories. One teacher educator asked why the researchers did not use the Corbin study.

Evaluation of Instructional Modules

Phase II of this project calls for a field test of all instructional modules developed through Phase I of the project. This field test would be conducted at each of the four universities in Virginia providing distributive teacher education. This field test is planned for the fall of 1979 and winter of 1980.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

The task identification and validation process indicated that over half of the high school Distributive Education teacher-coordinators in Virginia believe that in their role as DECA chapter advisors they perform each of the 97 tasks identified to some degree. Furthermore, Virginia

assistant state supervisors, local supervisors, and teacher educators agree with the teacher-coordinators and believe that each of the 97 tasks should be performed by teacher-coordinators in their role as DECA chapter advisors. However, differences occur in the degree of agreement between the teacher-coordinators and the assistant state supervisors, local supervisors, and teacher educators.

Also, the extent to which the tasks are performed and their importance varies among tasks, according to Virginia Distributive Education teacher-coordinators. Over half of the teacher-coordinators believed that 89 of the 97 tasks are significant or substantial parts of their role as DECA advisors. Less than half of the teacher-coordinators indicated that the following tasks are significant parts of their role as chapter advisors:

1. Seek monetary contributions from businesses for DECA activities.
2. Inform absent members of plans and activities.
3. Speak at banquet or professional chapter meetings other than own.
4. Direct development of a constitution and bylaws.
5. Direct the development of a local DECA handbook.
6. Direct the development and upkeep of a chapter library.
7. Direct the formation of an alumni chapter.
8. Recommend reference books and periodicals that should be added to the library in relation to DECA.

Most Virginia assistant state supervisors, local supervisors, and teacher educators believed that a majority of the 97 listed tasks should be learned in undergraduate, pre-service teacher education at a university.

However, less than half of this group indicated that 27 tasks should be learned at the undergraduate level. More assistant state supervisors, local supervisors, and teacher educators believed that one task should be learned at the in-service level rather than the undergraduate level, namely, "Direct the operation of a school store or other business." However, this must be interpreted in combination with the fact that 41% of the assistant state supervisors, local supervisors, and teacher educators did not indicate that this task should be performed by the teacher-coordinator in the role of DECA advisor.

For the following tasks, an equal number of Virginia assistant state supervisors, local supervisors, and teacher educators indicated that the tasks should be learned at the undergraduate level as indicated that it should be learned at the in-service level:

1. Direct the preparation of state and national reports.
2. Seek monetary contributions from businesses for DECA activities.

However, for the second task, half of the assistant state supervisors, local supervisors, and teacher educators did not believe that the task should be performed by teacher-coordinators in the role as DECA chapter advisor.

For one task, more than half of the assistant state supervisors, local supervisors, and teacher educators who indicated that the task should be performed as a part of the role of a DECA advisor believed that there was nothing of any substance to be learned about the activity. This task was, "Inform absent members of plans and activities."

The conclusion was drawn that each of the 97 tasks merited inclusion in training. According to pre-established standards, no task was rejected based upon findings of the survey. However, the level to which a task should be learned varied among the task statements.

When related tasks were clustered into a topical outline, the levels to which the tasks should be developed were somewhat consistent. Based upon the reactions of the assistant state supervisors, local supervisors, and teacher educators regarding the learning locations of the tasks, each task was identified as either needing to be taught at the pre-service, in-service, or both levels. In Appendix J, the tasks are clustered into topics and each task's level of development and suggested learning location(s) are identified.

Implications and Recommendations

Since each task was identified as needing training, but the degree to which the task should be learned varied among the tasks it was determined that the instructional modules should be developed in such a way that those tasks meriting a higher degree of training than other tasks should be stressed in the modules. Learning activities would be designed for individual tasks based upon the level of development identified through this study. Those tasks with a level of development higher than 4.8 on the scale of 7 (see Figure 1 and Appendix J), would receive increasing attention in training in relation to performance speed, accuracy, and/or excellence of task ability. The higher the level, the greater would be the attention paid to these factors. Those tasks with levels of development lower than 4.8 would require no development of speed or accuracy. For tasks with levels of development between 3 and 3.7, attention

would only be paid to non-performance concerns of the task. No task was identified that would not require any training whatsoever.

The instructional modules were developed based upon the recommendations cited above. Furthermore, the recommendation was made that the assistant state supervisor, local supervisor, and teacher educator responses to the learning location question be considered in the development of the modules and that these locations be identified within the modules next to each task statement. Furthermore, since the learning locations showing merit based upon the findings of the study were the undergraduate, pre-service university teacher education program and in-service education, the learning location(s) for each task was to be identified as either "pre-service" or "in-service". The project directors writing the instructional modules did identify each task with the learning location as recommended in this study.

It is recommended that the instructional modules developed during this study be field tested at the four universities in Virginia offering Distributive Teacher Education. Phase II of this project will provide such an opportunity to determine such items as the following:

1. Whether or not the modules are manageable.
2. Whether or not the items included in the modules are clear and understandable.
3. Whether or not the learning activities cited in the modules actually develop the appropriate competencies.
4. Whether or not the evaluation suggestions and rating sheets measure the competencies validly and reliably.
5. Whether or not the instructional materials are appropriate, useable, clear, and worthwhile.

The modules developed in this study should be used at the in-service and pre-service levels of teacher education. Most modules are appropriate for use at either level. Since many teacher-coordinators in Virginia have not been trained for these activities, a thorough in-service program for all teacher-coordinators in Virginia should be conducted using these modules.

A further recommendation is that the modules be used in pre-service teacher education at each of the four Virginia universities offering Distributive Education. The importance of these tasks, as revealed through the findings of this study, merit a recommendation that each Distributive Education student should be trained in these tasks before being certified to teach Distributive Education by the state department of education. If DECA is to be a co-curricular, integral part of the Distributive Education program, the Distributive Education teacher-coordinator who serves as the local DECA chapter advisor must develop the professional competencies needed to be proficient in this area. Therefore, each Distributive Education teacher-coordinator in Virginia should be proficient in each task identified as important in this study.

APPENDICES

APPENDIX A

Instructions to Panel of Experts

Instructions to Consultants

Please review the task statements provided to determine the following:

1. Whether or not the statement is indeed a task (see definition of a task below). If you do not believe it is, place an "X" in front of the statement.

2. Whether or not the statement is clear. Is there only one interpretation a teacher-coordinator would make? Does the statement meet the criteria listed below? Revise the statements as you see fit.

3. Whether or not all tasks are listed. List any tasks that you believe a teacher-coordinator performs in his/her role as a DECA advisor that is not found on this list.

Definition of a task: "a meaningful unit of work activity generally performed on the job by one worker within some limited period of time"

Structure of a task statement: a task statement is a declarative statement with three component parts: (1) an action verb, (2) an object of the action verb, and (3) a qualifying phrase when necessary. The task is a brief and clear statement which involves an employee interaction with objects, equipment, material, people, information, ideas, date, events, and conditions; the subject of the action verb should be understood by the employee to be "I"

Criteria for a task statement:

1. Be stated gramatically correct with a present tense action verb. Object of the action verb with the subject "I" omitted, but understood. When necessary, qualifying phrases may become a part of the sentence.
2. Reflect performance specificity; that is, what work is done.
3. Avoid activities that are too specific or trivial.
4. Avoid activities that are too general.
5. Avoid the use of vague or ambiguous words.
6. Be worded so that any of the task rating scales used makes sense when applied to it.
7. Avoid multiple action verbs.
8. Avoid multiple objects of the action verb.

9. Avoid joining more than one activity statement into a single task statement.
10. Be capable of standing alone.
11. Be stated using terminology appropriate to the occupation (DECA Advisor) being studied.

(Ammerman, H. L., Performance Content for Job Training: Stating the Tasks of the Job. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, March , 1977. As condensed by Williams, T. M., Berns, R. G., and Turner, B. H., Systematic Procedures for IDECC Curriculum Development, Columbus, Ohio: IDECC, Inc., 1978,)

APPENDIX B

Final Task Instrument

for Teacher-Coordinators

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
2 -
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

	Circle One
1. Direct the election of officers.	0 1 2 3 4 5 6 7
2. Direct the installation of officers.	0 1 2 3 4 5 6 7
3. Obtain permission from school administrators and parents/guardians for member participation in DECA activities.	0 1 2 3 4 5 6 7
4. Take officers to a leadership training session.	0 1 2 3 4 5 6 7
5. Conduct leadership training for members.	0 1 2 3 4 5 6 7
6. Orient members to DECA.	0 1 2 3 4 5 6 7
7. Direct the delegation of responsibilities to members.	0 1 2 3 4 5 6 7
8. Direct committee to accomplish assigned tasks.	0 1 2 3 4 5 6 7
9. Coordinate DECA activities with instructional activities.	0 1 2 3 4 5 6 7
10. Accompany chapter officers to events other than DECA events (i.e., other vocational youth activities, etc.).	0 1 2 3 4 5 6 7

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
2 -
3 -
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5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
11.	Direct the evaluation of chapter activities.	0 1 2 3 4 5 6 7
12.	Direct the formation of committees.	0 1 2 3 4 5 6 7
13.	Require distributive education students to join DECA.	0 1 2 3 4 5 6 7
14.	Recruit DE students to join DECA.	0 1 2 3 4 5 6 7
15.	Direct maintenance of chapter records (e.g., minutes, treasury records).	0 1 2 3 4 5 6 7
16.	Conduct an organizational meeting of the chapter.	0 1 2 3 4 5 6 7
17.	Direct members in developing a yearly program of work.	0 1 2 3 4 5 6 7
18.	Direct members in the determination of goals for the chapter.	0 1 2 3 4 5 6 7
19.	Evaluate each member's participation in chapter activities.	0 1 2 3 4 5 6 7

****

KEY

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5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
20.	Encourage responsible behavior by chapter members.	0 1 2 3 4 5 6 7
21.	Assist members in the development of self-confidence and/or self-acceptance.	0 1 2 3 4 5 6 7
22.	Serve as a role model for members.	0 1 2 3 4 5 6 7
23.	Direct a fund-raising activity.	0 1 2 3 4 5 6 7
24.	Direct the operation of a school store or other business.	0 1 2 3 4 5 6 7
25.	Seek monetary contributions from businesses for DECA activities.	0 1 2 3 4 5 6 7
26.	Direct member participation in marketing projects (i.e., Free-enterprise project, Diamond project).	0 1 2 3 4 5 6 7
27.	Utilize values clarification activities.	0 1 2 3 4 5 6 7
28.	Direct members to set desirable standards of behavior.	0 1 2 3 4 5 6 7

****

KEY

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2 -
3 -
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5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
29.	Direct members with the financial management of the chapter.	0 1 2 3 4 5 6 7
30.	Direct members in applying problem-solving techniques.	0 1 2 3 4 5 6 7
31.	Direct brainstorming sessions regarding chapter activities, etc.	0 1 2 3 4 5 6 7
32.	Direct members in group decision making regarding chapter activities, etc.	0 1 2 3 4 5 6 7
33.	Direct chapter to provide honors/awards to deserving individuals other than chapter members.	0 1 2 3 4 5 6 7
34.	Create an interest in the selection of a desirable occupation.	0 1 2 3 4 5 6 7
35.	Discuss with members career aspirations.	0 1 2 3 4 5 6 7
36.	Direct members to apply for scholarships.	0 1 2 3 4 5 6 7
37.	Direct field trips in relation to DECA.	0 1 2 3 4 5 6 7

****

KEY

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5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
38.	Direct the preparation of meeting agenda.	0 1 2 3 4 5 6 7
39.	Consult the advisory committee and/or other individuals for assistance and advice on activities of the chapter.	0 1 2 3 4 5 6 7
40.	Prepare members in use of Parliamentary Procedures.	0 1 2 3 4 5 6 7
41.	Distribute and/or discuss DECA-related literature to chapter members.	0 1 2 3 4 5 6 7
42.	Maintain liaison role with other youth organization advisors.	0 1 2 3 4 5 6 7
43.	Inform absent members of plans and activities.	0 1 2 3 4 5 6 7
44.	Direct the development of a chapter scrapbook.	0 1 2 3 4 5 6 7
45.	Seek involvement of other school personnel in chapter activities.	0 1 2 3 4 5 6 7
46.	Direct securement of guest speakers for chapter meetings.	0 1 2 3 4 5 6 7

****

KEY

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****

		Circle One
47.	Provide opportunity for members to attend cluster, district, state, and/or national conferences, rallies, etc.	0 1 2 3 4 5 6 7
48.	Report to appropriate officials.	0 1 2 3 4 5 6 7
49.	Submit a DECA roster.	0 1 2 3 4 5 6 7
50.	Identify media through which chapter activities can be publicized.	0 1 2 3 4 5 6 7
51.	Express a philosophy concerning DECA.	0 1 2 3 4 5 6 7
52.	Direct the establishment of displays in the school and community about DECA.	0 1 2 3 4 5 6 7
53.	Submit news releases and/or manuscripts on activities of DECA for newspapers and/or other periodicals.	0 1 2 3 4 5 6 7
54.	Include information on DECA in distributive education brochures, pamphlets, etc.	0 1 2 3 4 5 6 7
55.	Direct the presentation of DECA chapter activities on radio and/or television.	0 1 2 3 4 5 6 7

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
2 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
56.	Acquaint parents of members with the purposes, activities, and/or values of DECA.	0 1 2 3 4 5 6 7
57.	Present objectives of chapter to employers, and/or training sponsors.	0 1 2 3 4 5 6 7
58.	Direct the preparation of state and national reports.	0 1 2 3 4 5 6 7
59.	Speak at banquet or professional chapter meetings other than own.	0 1 2 3 4 5 6 7
60.	Speak to school and/or community groups about DECA.	0 1 2 3 4 5 6 7
61.	Direct members to make presentations before various groups.	0 1 2 3 4 5 6 7
62.	Promote school spirit through chapter activities.	0 1 2 3 4 5 6 7
63.	Carry out approved disciplinary action.	0 1 2 3 4 5 6 7
64.	Uphold acceptable standards of member behavior in DECA activities.	0 1 2 3 4 5 6 7

****

KEY

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2 -
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One							
65.	Promote community spirit through chapter activities.	0	1	2	3	4	5	6	7
66.	Direct members in preparation for district, state, and/or national conferences and competitive events.	0	1	2	3	4	5	6	7
67.	Assist in the development of rules and procedures for conducting district, state, regional, and/or national DECA competitive events.	0	1	2	3	4	5	6	7
68.	Secure judges for competitive events.	0	1	2	3	4	5	6	7
69.	Provide recognition to chapter members.	0	1	2	3	4	5	6	7
70.	Publicize member achievement.	0	1	2	3	4	5	6	7
71.	Explain competitive events to members.	0	1	2	3	4	5	6	7
72.	Organize a competitive event.	0	1	2	3	4	5	6	7
73.	Direct local chapter's participation in district, state, national events.	0	1	2	3	4	5	6	7

****

KEY

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5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
74.	Direct the selection of a local DE student of the year.	0 1 2 3 4 5 6 7
75.	Direct initiation activities.	0 1 2 3 4 5 6 7
76.	Direct development of a constitution and bylaws.	0 1 2 3 4 5 6 7
77.	Direct employer-employee banquet.	0 1 2 3 4 5 6 7
78.	Direct social activities.	0 1 2 3 4 5 6 7
79.	Arrange necessary transportation for members.	0 1 2 3 4 5 6 7
80.	Determine school procedures for establishing and/or operating a student organization.	0 1 2 3 4 5 6 7
81.	Direct the development of a local DECA handbook.	0 1 2 3 4 5 6 7
82.	Design a procedure for acquiring consumable supplies and materials needed by the chapter.	0 1 2 3 4 5 6 7

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
2 -
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One
83.	Determine the cost of an activity.	0 1 2 3 4 5 6 7
84.	Direct the development and upkeep of a chapter library.	0 1 2 3 4 5 6 7
85.	Direct the formation of an alumni chapter.	0 1 2 3 4 5 6 7
86.	Meet with other chapter advisors.	0 1 2 3 4 5 6 7
87.	Plan a district and/or cluster conference/ rally.	0 1 2 3 4 5 6 7
88.	Direct the maintenance and/or care of all chapter property.	0 1 2 3 4 5 6 7
89.	Arrange laboratory work areas and storage space to facilitate DECA activities.	0 1 2 3 4 5 6 7
90.	Read literature regarding DECA.	0 1 2 3 4 5 6 7
91.	Recommend reference books and periodicals that should be added to the library in relation to DECA.	0 1 2 3 4 5 6 7

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
2 -
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

		Circle One							
92.	Compile a list of DECA related materials needed for the academic year.	0	1	2	3	4	5	6	7
93.	Refer members to qualified resource persons for DECA related information.	0	1	2	3	4	5	6	7
94.	Obtain administrative approval for DECA activities.	0	1	2	3	4	5	6	7
95.	Chaperone DECA events and activities.	0	1	2	3	4	5	6	7
96.	Order DECA related material (e.g., jewelry, plaques) from the DECA Supply Service.	0	1	2	3	4	5	6	7
97.	Seek funding from local school administration for DECA member and/or advisor participation at DECA activities.	0	1	2	3	4	5	6	7

****

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor
1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor
2 -
3 -
4 - A substantial part of my role as a DECA Chapter Advisor
5 -
6 -
7 - A most significant part of my role as a DECA Chapter Advisor

****

Circle One

OTHER TASKS NOT INCLUDED:

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

_____ 0 1 2 3 4 5 6 7

APPENDIX C

Directions to Teacher-Coordinators, Assistant State Supervisors, Local Supervisors, and Teacher Educators

Directions - Teacher-Coordinators

On the following pages, you will find a list of tasks that you may or may not perform in your role as a DECA Chapter Advisor. Circle the number which accurately reports how much you consider each task to be a part of your role as an advisor.

MULTIPLE-STAFF PROGRAM: If you are a teacher-coordinator in a multiple-staff program, answer these questions as if you were the only DECA Advisor in the school. In other words, if one teacher-coordinator in your school advises the DECA Chapter, complete this instrument as if you were that advisor. If the responsibilities for DECA are divided among two or more teacher-coordinators, think in terms of all responsibilities for DECA in your school and not only your assigned ones.

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor

1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor

2 -

3 -

4 - A substantial part of my role as a DECA Chapter Advisor

5 -

6 -

7 - A most significant part of my role as a DECA Chapter Advisor

DEFINITION:

Please consider the word, DIRECT, to be a composite of the following verbs:

to manage
to guide
to regulate
to control
to aim/head/point
to supervise and instruct
to give direction

Directions - Teacher Educators/Supervisors

On the following pages, you will find a list of tasks performed by distributive education coordinators in their role as a DECA chapter advisor. In the blank provided, check all tasks which you believe should be performed by teacher-coordinators in their role as a chapter advisor. Add any tasks that are not listed.

Then, go back and circle the one category that indicates where the teacher-coordinators should learn how to perform the task.

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

P - POST-MASTER'S program at a university

I - IN-SERVICE workshop/module

O - OTHER (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

DEFINITION.

Please consider the word, DIRECT, to be a composite of the following verbs:

to manage
to guide
to regulate
to control
to aim/head/point
to supervise
to give direction

APPENDIX D

Teacher-Coordinator, Assistant State Supervisor, Local Supervisor and Teacher Educator Background Questionnaires

Teacher-Coordinator Questionnaire

Please complete this form by checking the appropriate responses:

1. Sex: _____ Male _____ Female

2. Years of teaching experience in Distributive Education:

_____ 0-1 _____ 4-5 _____ 8-9

_____ 2-3 _____ 6-7 _____ 10+

3. Were you certified to teach Distributive Education based upon completion of the requirements in a(n):

_____ Undergraduate Distributive Teacher Education Program

_____ Summer Certification Program

4. University from which you completed Distributive Education courses for certification:

_____

5. Educational background:

_____ Bachelor's degree

_____ Master's degree

_____ Doctorate

_____ Bachelor's degree + 30 quarter hours/20 semester

_____ Master's degree + 30 quarter hours/ 20 semester

_____ Other (specify) _____

6. Were you a member of Collegiate DECA in college? _____ Yes _____ No

7. Number of Distributive Education teacher-coordinators in your school

_____

8. Total number of Distributive Education high school students in your school:

_____

9. Do you feel that the following statement reflects your belief in relation to DECA's role in the Distributive Education program?

Teacher-Coordinator Questionnaire, continued

DECA should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills.

_____ Yes _____ No

Supervisors/Teacher Educators Questionnaire

Please complete this form by checking the appropriate responses:

1. Sex: _____ Male _____ Female

2. Years of experience in Distributive Education:

   _____ 0-1 _____ 4-5 _____ 8-9

   _____ 2-3 _____ 6-7 _____ 10+

3. Educational background:

   _____ Bachelor's degree

   _____ Bachelor's degree + 30 quarter hours or 20 semester hours

   _____ Master's degree

   _____ Master's degree + 30 quarter hours or 20 semester hours

   _____ Doctorate

   _____ Other--please specify: _____

4. How many years were you a high school Distributive Education teacher-coordinator? _____

5. How many years has it been since you were a high school Distributive Education teacher-coordinator? _____

6. Do you feel that the following statement reflects your belief in relation to DECA's role in the Distributive Education program?

   DECA should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills.

   _____ Yes _____ No

APPENDIX E

Pilot Study Materials

PILOT TEST -
For Discussion Only

NUMBER OF MINUTES TO COMPLETE SURVEY: ____

Teacher-Coordinator Questionnaire

Please complete this form by checking the appropriate responses:

1. Sex: _____ Male _____ Female

2. Age: _____ 20-24 _____ 40-44 _____ 25-29 _____ 45-49 _____ 30-34 _____ 50+ _____ 35-39

3. Years of teaching experience:

_____ 0-1 _____ 6-7

_____ 2-3 _____ 8-9

_____ 4-5 _____ 10+

4. Were you certified to teach Distributive Education based upon completion of the requirements in a(n):

_____ Undergraduate Distributive Teacher Education Program

_____ Summer Certification Program

5. University from which you completed Distributive Education courses for certification: _____

6. Educational background:

_____ Bachelor's degree

_____ Master's degree

_____ Doctorate

_____ Bachelor's degree + 30 quarter hours/ 20 semester

_____ Master's degree + 30 quarter hours/20 semester

_____ Other (specify) _____

7. Were you a member of Collegiate DECA in college? _____ Yes _____ No

8. Number of Distributive Education teacher-coordinators in your school:

_____

9. Total number of Distributive Education high school students in your school:

_____

10. Do you feel that the following statement reflects your belief in relation to DECA's role in the Distributive Education program?

DECA should be co-curricular in that it should provide opportunities to further develop competencies normally

learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills.

_____ Yes _____ No

PILOT TEST -
For Discussion Only

NUMBER OF MINUTES TO COMPLETE SURVEY: _____

Supervisors/Teacher Educators Questionnaire

Please complete this form by checking the appropriate responses:

1. Sex: _____ Male _____ Female

2. Age:

_____ 20-24 _____ 40-44
_____ 25-29 _____ 45-49
_____ 30-34 _____ 50+
_____ 35-39

3. Years of teaching experience:

_____ 0-1 _____ 6-7
_____ 2-3 _____ 8-9
_____ 4-5 _____ 10+

4. Educational background:

_____ Bachelor's degree
_____ Bachelor's degree + 30 quarter hours or 20 semester hours
_____ Master's degree
_____ Master's degree + 30 quarter hours or 20 semester hours
_____ Doctorate
_____ Other--please specify:

5. How many years were you a high school Distributive Education teacher-coordinator? _____

6. How many years has it been since you were a high school Distributive Education teacher-coordinator? _____

7. Do you feel that the following statement reflects your belief in relation to DECA's role in the Distributive Education program?

DECA should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job and should, furthermore, provide opportunities to acquire additional competencies, such as leadership and social skills.

_____ Yes _____ No

PILOT TEST -
For Discussion Only

Directions - Teacher-Coordinators

On the following pages, you will find a list of tasks that you may or may not perform in your role as a DECA chapter advisor. Circle the number which accurately reports how much you consider each task to be a part of your role as an advisor.

KEY

0 - Definitely not a task performed in my role as a DECA Chapter Advisor

1 - Under unusual circumstances may be a minor part of my role as a DECA Chapter Advisor

2 -

3 -

4 - A substantial part of my role as a DECA Chapter Advisor

5 -

6 -

7 - A most significant part of my role as a DECA Chapter Advisor

Definition:

Please consider the word, DIRECT, to be a composite of the following verbs:

to manage
to guide
to regulate
to control
to aim/head/point
to supervise and instruct
to give direction

PILOT TEST -
For Discussion Only

Directions - Teacher Educators/Supervisors

On the following pages, you will find a list of tasks performed by distributive coordinators in their role as a DECA chapter advisor. In the blank provided, check all tasks which you believe should be performed by teacher-coordinators in their role as a chapter advisor. Add any tasks that are not listed.

Then, go back and circle the one category that indicates where the teacher-coordinators should learn how to perform the task.

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

P - POST-MASTER'S program at a university

I - IN-SERVICE workshop/module

O - OTHER: (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

Definition:

Please consider the word, DIRECT, to be a composite of the following verbs:

to manage
to guide
to regulate
to control
to aim/head/point
to supervise
to give direction

PILOT TEST -
For Discussion Only

1. Direct the election of officers.	___	U I M P O N
2. Direct the installation of officers.	___	U I M P O N
3. Direct additional responsibilities toward those members who have demonstrated their interest and abilities.	___	U I M P O N
4. Take officers to a leadership training session.	___	U I M P O N
5. Conduct leadership training for members.	___	U I M P O N
6. Orient students to DECA.	___	U I M P O N
7. Direct the delegation of responsibilities to members.	___	U I M P O N
8. Direct committee to accomplish assigned tasks.	___	U I M P O N
9. Coordinate DECA activities with instructional activities.	___	U I M P O N
10. Accompany chapter officers to events other than DECA events.	___	U I M P O N
11. Direct the evaluation of chapter activities.	___	U I M P O N
12. Direct the formation of committees.	___	U I M P O N
13. Require distributive education students to join DECA.	___	U I M P O N
14. Recruit DE students to join DECA.	___	U I M P O N

PILOT TEST -
For Discussion Only

15. Direct maintenance of chapter records (e.g., minutes, treasury records).	____	U I M P O N
16. Conduct an organizational meeting of the chapter.	____	U I M P O N
17. Direct students in developing a program of work.	____	U I M P O N
18. Direct members in the determination of goals for the chapter.	____	U I M P O N
19. Evaluate each member's participation in chapter activities.	____	U I M P O N
20. Encourage responsible behavior by chapter members.	____	U I M P O N
21. Assist members in the development of self-confidence and/or self-acceptance.	____	U I M P O N
22. Serve as a role model for members.	____	U I M P O N
23. Direct a fund-raising activity.	____	U I M P O N
24. Direct the operation of a school store.	____	U I M P O N
25. Seek contributions from businesses for DECA activities.	____	U I M P O N
26. Direct member participation in marketing projects.	____	U I M P O N
27. Utilize values clarification activities.	____	U I M P O N
28. Direct students to set desirable standards of behavior.	____	U I M P O N

PILOT TEST -
For Discussion Only

29. Direct students with the financial management of the chapter.	___	U I M P O N
30. Direct students in applying problem-solving techniques.	___	U I M P O N
31. Direct brainstorming sessions.	___	U I M P O N
32. Direct members in group decision making.	___	U I M P O N
33. Direct chapter to provide honors/ awards to deserving individuals other than chapter members.	___	U I M P O N
34. Create an interest in the selection of a desirable occupation.	___	U I M P O N
35. Discuss with students career aspirations.	___	U I M P O N
36. Direct students to apply for scholarships.	___	U I M P O N
37. Conduct field trips.	___	U I M P O N
38. Direct the preparation of meeting agenda.	___	U I M P O N
39. Consult the advisory committee and/or other individuals for assistance and advice on activities of the chapter.	___	U I M P O N
40. Inform, in writing, the school, students, and their parents of the chapter activities.	___	U I M P O N
41. Distribute and/or discuss DECA-related literature to chapter members.	___	U I M P O N

PILOT TEST -
For Discussion Only

42. Maintain liaison role with other youth organization advisors.	____	U I M P O N
43. Inform absent members of plans and activities.	____	U I M P O N
44. Direct the development of a chapter scrapbook.	____	U I M P O N
45. Seek involvement of other school personnel in chapter activities.	____	U I M P O N
46. Secure guest speakers for chapter meetings.	____	U I M P O N
47. Provide opportunity for students to attend cluster, district, state, and/or national conferences, rallies, etc.	____	U I M P O N
48. Report to appropriate officials.	____	U I M P O N
49. Submit a DECA roster.	____	U I M P O N
50. Identify media through which chapter activities can be publicized.	____	U I M P O N
51. Express a philosophy concerning DECA.	____	U I M P O N
52. Direct the establishment of displays in the school and community about DECA.	____	U I M P O N
53. Submit news releases and/or manuscripts on activities of DECA for newspapers and/or other periodicals.	____	U I M P O N
54. Provide information on DECA in distributive education brochures, pamphlets, etc.	____	U I M P O N

PILOT TEST -
For Discussion Only

55. Direct the presentation of DECA chapter activities on radio and/or television.	___	U I M P O N
56. Acquaint parents of members with the purposes, activities, and/or values of DECA.	___	U I M P O N
57. Present objectives of chapter to employers.	___	U I M P O N
58. Direct the presentation of state and national reports.	___	U I M P O N
59. Speak at banquet or professional chapter meetings other than own.	___	U I M P O N
60. Speak to school and/or community groups about DECA.	___	U I M P O N
61. Direct students to make presentations before various groups.	___	U I M P O N
62. Promote school spirit through chapter activities.	___	U I M P O N
63. Carry out approved disciplinary action.	___	U I M P O N
64. Uphold acceptable standards of student behavior in DECA activities.	___	U I M P O N
65. Promote community spirit through chapter activities.	___	U I M P O N
66. Direct students in preparation for district, state, and/or national competitive events.	___	U I M P O N

PILOT TEST -
For Discussion Only

67. Assist in the development of rules and procedures for conducting district, state, regional, and/or national DECA competitive events.	___	U I M P O N
68. Secure judges for competitive events.	___	U I M P O N
69. Provide recognition to chapter members.	___	U I M P O N
70. Publicize student achievement.	___	U I M P O N
71. Explain competitive events to members.	___	U I M P O N
72. Organize a competitive event.	___	U I M P O N
73. Direct local chapter's participation in district events.	___	U I M P O N
74. Direct the selection of DE student of the year.	___	U I M P O N
75. Direct initiation activities.	___	U I M P O N
76. Direct development of a constitution and bylaws.	___	U I M P O N
77. Direct employer-employee banquet.	___	U I M P O N
78. Direct social activities.	___	U I M P O N
79. Arrange necessary transportation for members.	___	U I M P O N
80. Determine school procedures for establishing and/or operating a student organization.	___	U I M P O N

PILOT TEST -
For Discussion Only

81. Direct the development of a local DECA handbook.	___	U I M P O N
82. Design a procedure for acquiring consumable supplies and materials needed by the chapter.	___	U I M P O N
83. Determine the cost of an activity.	___	U I M P O N
84. Direct the development and upkeep of a chapter library.	___	U I M P O N
85. Direct the formation of an alumni chapter.	___	U I M P O N
86. Meet with other chapter advisors.	___	U I M P O N
87. Plan a district and/or cluster conference/rally.	___	U I M P O N
88. Direct the maintenance and/or care of all chapter property.	___	U I M P O N
89. Arrange laboratory work areas and storage space to facilitate DECA activities.	___	U I M P O N
90. Read literature regarding DECA.	___	U I M P O N
91. Recommend reference books and periodicals that should be added to the library in relation to DECA.	___	U I M P O N
92. Compile a list of materials needed for the academic year.	___	U I M P O N
93. Refer students to qualified resource persons for information.	___	U I M P O N

PILOT TEST -
For Discussion Only

94. Obtain administrative approval for DECA activities.	___	U I M P O N
95. Chaperone DECA events and activities.	___	U I M P O N
OTHER TASKS NOT INCLUDED:		
	___	
	___	
	___	
	___	
	___	
	___	

PILOT TEST -
For Discussion Only

THANK YOU FOR YOUR COOPERATION
NOW WE WOULD LIKE TO GET YOUR REACTION

This page provides an opportunity for you to give us your comments and suggestions. Your judgment and recommendations will be important information for our evaluation of this survey. Feel free to comment at any point.

Please read each of the statements below. Circle the symbol on the right which best describes your feelings about each statement. These symbols are defined as follows:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

1.	The tasks listed on this questionnaire seemed to include most of the activities I perform in my role as a DECA chapter advisor.	SA A U D SD
2.	The general format of the questionnaire seemed reasonably simple and easy to complete.	SA A U D SD
3.	I feel reasonably certain that my ratings indicate fairly accurately what I do in my role as a DECA chapter advisor.	SA A U D SD
4.	I found it reasonably easy to think of my role as a DECA chapter advisor in terms of the tasks listed in the questionnaire.	SA A U D SD
5.	The directions provided were reasonably clear and understandable.	SA A U D SD
6.	The task statements were reasonably clear and accurate, at least for the ones that are part of my role as a DECA chapter advisor.	SA A U D SD
7.	This survey seemed to be a good way to describe my role as a DECA chapter advisor.	SA A U D SD

Please recommend any improvements or corrections for this survey questionnaire in the space below.

APPENDIX F

Follow-Up Letter to Non-Respondents

DATE: February 20, 1979

TO: Distributive Education Teacher-Coordinators Not Yet Returning the DECA Task Survey Questionnaire

FROM: Robert G. Berns and Clifton L. Smith

We hope you have had (or will have) a successful DECA District Conference and are (or will be) back to normal soon. We realize that your activities in preparation for that conference as well as other pressing tasks have prevented you from having the time to complete our task survey.

However, hopefully you will now have time to devote the 15 minutes it will take you to complete the yellow questionnaire and mail it back to us. We would be greatly appreciative if you would return the questionnaire by the end of February.

If you have misplaced the questionnaire, please call one of us at (703) 961-5191 or return the form below. We will be more than happy to send you another one.

Thank you for your cooperation, which is greatly needed for the success of this project.

Please send me a copy of the task survey instrument for the DECA advisor competency development project.

_____
Name

_____
High School

_____
Address

_____
Post Office

Send this form to:

Dr. Robert G. Berns
VPI & SU
Distributive Education
210 Lane Hall
Blacksburg, VA 24061

APPENDIX G

Cover Letter to Teacher-Coordinators, Assistant State Supervisors, Local Supervisors, and Teacher Educators

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

Date

Dear

As a step toward improving the distributive teacher education curriculum in Virginia, we are in the process of developing materials to assist teacher educators in preparing DECA chapter advisors. Our first step in this process is to determine the tasks performed by distributive education teacher-coordinators in their role as DECA Advisors. In order to identify these tasks, we need your help.

Would you please complete the enclosed questionnaire? It should take you only about 20 minutes.

Please return the completed questionnaire in the self-addressed envelope provided.

Thank you for your contribution toward improving distributive education in Virginia.

Sincerely,

Robert G. Berns
Project Co-Director
Assistant Professor
Distributive Education

Clifton L. Smith
Project Co-Director
Instructor
Distributive Education

APPENDIX H

Evaluation Form

THANK YOU FOR YOUR COOPERATION
NOW WE WOULD LIKE TO GET YOUR REACTION

This page provides an opportunity for you to give us your comments and suggestions. Your judgment and recommendations will be important information for our evaluation of this survey. Feel free to comment at any point.

Please read each of the statements below. Circle the symbol on the right which best describes your feelings about each statement. These symbols are defined as follows:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

1.	The tasks listed on this questionnaire seemed to include most of the activities I believe should be performed in the role of a chapter advisor.	SA A U D SD
2.	The general format of the questionnaire seemed reasonably simple and easy to complete.	SA A U D SD
3.	I feel reasonably certain that my ratings indicate fairly accurately what I believe to be the role of a DECA chapter advisor.	SA A U D SD
4.	I found it reasonably easy to think of the role of a DECA chapter advisor in terms of the tasks listed in the questionnaire.	SA A U D SD
5.	The directions provided were reasonably clear and understandable.	SA A U D SD
6.	The task statements were reasonably clear and accurate, at least for the ones that are part of the role of a DECA chapter advisor.	SA A U D SD
7.	This survey seemed to be a good way to describe the role of a DECA chapter advisor.	SA A U D SD

Please recommend any improvements or corrections for this survey questionnaire on the back of this sheet.

APPENDIX I

Final Task Instrument for Assistant State Supervisors, Local Supervisors, and Teacher Educators

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

P - POST-MASTER'S program at a university

I - IN-SERVICE workshop/module

O - OTHER (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

****

	Check "/" tasks that should be performed.	Circle One
1. Direct the election of officers.		U I M P O N
2. Direct the installation of officers.		U I M P O N
3. Obtain permission from school administrators and parents/guardians for member participation in DECA activities.		U I M P O N
4. Take officers to a leadership training session.		U I M P O N
5. Conduct leadership training for members.		U I M P O N
6. Orient members to DECA.		U I M P O N
7. Direct the delegation of responsibilities to members.		U I M P O N

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

P - POST-MASTER'S program at a university

I - IN-SERVICE workshop/module

O - OTHER (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

****

	Check tasks that should be performed.	Circle One
9. Coordinate DECA activities with instructional activities.		U I M P O N
10. Accompany chapter officers to events other than DECA events (i.e., other vocational youth group activities, etc.).		U I M P O N
11. Direct the evaluation of chapter activities.		U I M P O N
12. Direct the formation of committees.		U I M P O N
13. Require distributive education students to join DECA.		U I M P O N
14. Recruit distributive education students to join DECA.		U I M P O N
15. Direct maintenance of chapter records (e.g., minutes, treasury records).		U I M P O N

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

P - POST-MASTER'S program at a university

I - IN-SERVICE workshop/module

O - OTHER (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

****

	Check tasks that should be performed.	Circle One
16. Conduct an organizational meeting of the chapter.		U I M P O N
17. Direct members in developing a yearly program of work.		U I M P O N
18. Direct members in the determination of goals for the chapter.		U I M P O N
19. Evaluate each member's participation in chapter activities.		U I M P O N
20. Encourage responsible behavior by chapter members.		U I M P O N
21. Assist members in the development of self-confidence and/or self-acceptance.		U I M P O N
22. Serve as a role model for members.		U I M P O N

KEY

U - UNDERGRADUATE, pre-service university teacher education program

M - MASTER'S program at a university

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I - IN-SERVICE workshop/module

O - OTHER (please specify)

N - NOWHERE - there is nothing of any real substance that needs to be learned about the activity

****

	Check tasks that should be performed.	Circle One
23. Direct a fund-raising activity.		U I M P O N
24. Direct the operation of a school store or other business.		U I M P O N
25. Seek monetary contributions from businesses for DECA activities.		U I M P O N
26. Direct member participation in marketing projects (i.e., Free-Enterprise Project, Diamond Project).		U I M P O N
27. Utilize values clarification activities.		U I M P O N
28. Direct members to set desirable standards of behavior.		U I M P O N
29. Direct members with the financial management of the chapter.		U I M P O N

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	Check tasks that should be performed.	Circle One
30. Direct members in applying problem-solving techniques.		U I M P O N
31. Direct brainstorming sessions regarding chapter activities, etc.		U I M P O N
32. Direct members in group decision making regarding chapter activities.		U I M P O N
33. Direct chapter to provide honors/awards to deserving individuals other than chapter members.		U I M P O N
34. Create an interest in the selection of a desirable occupation.		U I M P O N
35. Discuss with members career aspirations.		U I M P O N
36. Direct members to apply for scholarships.		U I M P O N

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****

		Check tasks that should be performed.	Circle One
37.	Conduct field trips in relation to DECA.		U I M P O N
38.	Direct the preparation of meeting agenda.		U I M P O N
39.	Consult the advisory committee and/or other individuals for assistance and advice on activities of the chapter.		U I M P O N
40.	Prepare members in use of Parliamentary Procedure.		U I M P O N
41.	Distribute and/or discuss DECA-related literature to chapter members.		U I M P O N
42.	Maintain liaison role with other youth organization advisors.		U I M P O N
43.	Inform absent members of plans and activities.		U I M P O N

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	Check tasks that should be performed.	Circle One
44. Direct the development of a chapter scrapbook.		U I M P O N
45. Seek involvement of other school personnel in chapter activities.		U I M P O N
46. Seek securement of guest speakers for chapter meetings.		U I M P O N
47. Provide opportunity for members to attend cluster, district, state, and/or national conferences, rallies, etc.		U I M P O N
48. Report to appropriate officials.		U I M P O N
49. Submit a DECA roster.		U I M P O N
50. Identify media through which chapter activities can be publicized.		U I M P O N

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	Check tasks that should be performed.	Circle One
51. Express a philosophy concerning DECA.		U I M P O N
52. Direct the establishment of displays in the school and community about DECA.		U I M P O N
53. Submit news releases and/or manuscripts on activities of DECA for newspapers and/or other periodicals.		U I M P O N
54. Include information on DECA in distributive education brochures, pamphlets, etc.		U I M P O N
55. Direct the presentation of DECA chapter activities on radio and/or television.		U I M P O N
56. Acquaint parents of members with the purposes, activities, and/or values of DECA.		U I M P O N
57. Present objectives of chapter to employers, and/or training sponsors.		U I M P O N

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****

	Check tasks that should be performed.	Circle One
58. Direct the preparation of state and national reports.		U I M P O N
59. Speak at banquet or professional chapter meetings other than own.		U I M P O N
60. Speak to school and/or community groups about DECA.		U I M P O N
61. Direct members to make presentations before various groups.		U I M P O N
62. Promote school spirit through chapter activities.		U I M P O N
63. Carry out approved disciplinary action.		U I M P O N
64. Uphold acceptable standards of student behavior in DECA activities.		U I M P O N

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	Check tasks that should be performed.	Circle One
65. Promote community spirit through chapter activities.		U I M P O N
66. Direct members in preparation for district, state, and/or national conferences and competitive events.		U I M P O N
67. Assist in the development of rules and procedures for conducting district, state, regional, and/or national DECA competitive events.		U I M P O N
68. Secure judges for competitive events.		U I M P O N
69. Provide recognition to chapter members.		U I M P O N
70. Publicize member achievement.		U I M P O N
71. Explain competitive events to members.		U I M P O N

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		Check tasks that should be performed.	Circle One
72.	Organize a competitive event.		U I M P O N
73.	Direct local chapter's participation in district, state, and national events.		U I M P O N
74.	Direct the selection of a local Distributive Education student of the year.		U I M P O N
75.	Direct initiation activities.		U I M P O N
76.	Direct development of a constitution and bylaws.		U I M P O N
77.	Direct employer-employee banquet.		U I M P O N
78.	Direct social activities.		U I M P O N
79.	Arrange necessary transportation for members.		U I M P O N

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****

	Check tasks that should be performed.	Circle One
80. Determine school procedures for establishing and/or operating a student organization.		U I M P O N
81. Direct the development of a local DECA handbook.		U I M P O N
82. Design a procedure for acquiring consumable supplies and materials needed by the chapter.		U I M P O N
83. Determine the cost of an activity.		U I M P O N
84. Direct the development and upkeep of a chapter library.		U I M P O N
85. Direct the formation of an alumni chapter.		U I M P O N
86. Meet with other chapter advisors.		U I M P O N

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****

	Check tasks that should be performed.	Circle One
87. Plan a district and/or cluster conference/rally.		U I M P O N
88. Direct the maintenance and/or care of all chapter property.		U I M P O N
89. Arrange laboratory work areas and storage space to facilitate DECA activities.		U I M P O N
90. Read literature regarding DECA.		U I M P O N
91. Recommend reference book and periodicals that should be added to the library in relation to DECA.		U I M P O N
92. Compile a list of DECA related materials needed for the academic year.		U I M P O N
93. Refer students to qualified resource persons for DECA related information.		U I M P O N

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****

	Check tasks that should be performed.	Circle One
94. Obtain administrative approval for DECA activities.		U I M P O N
95. Chaperone DECA events and activities.		U I M P O N
96. Order DECA related material (e.g., jewelry, plaques) from the DECA Supply Service.		U I M P O N
97. Seek funding from local school administration for DECA member and/or advisor participation at DECA activities.		U I M P O N
OTHER TASKS NOT INCLUDED:		
		U I M P O N
		U I M P O N
		U I M P O N

APPENDIX J

Summary Table - Clustered Task Statements with Levels of Development and Learning Locations

Table 22

Clustered Task Statements with Levels of Development and Learning Locations

	Task Statement	Level of Development	Learning Location PRE	IN
	Recruitment and Orientation of Members			
6.	Orient members to DECA.	5.32	X	
13.	Recruit distributive education students to join DECA.	4.98	X	
14.	Recruit distributive education students to join DECA.	5.33	X	
16.	Conduct an organizational meeting of the chapter.	4.27	X	
40.	Prepare members in use of Parliamentary Procedures.	4.76	X	
41.	Distribute and/or discuss DECA-related literature to chapter members.	4.62	X	
75.	Direct initiation activities.	4.65	X	
	Officers			
1.	Direct the election of officers.	5.30	X	
2.	Direct the installation of officers.	5.20	X	
4.	Take officers to a leadership training session.	5.53	X	
5.	Conduct leadership training for members.	5.58	X	X
7.	Direct the delegation of responsibilities to members.	5.82	X	X
10.	Accompany chapter officers to events other than DECA events (i.e., other vocational youth group activities, etc.).	4.26	X	
12.	Direct the formation of committees.	4.83	X	
38.	Direct the preparation of meeting agenda.	4.08	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Program of Work			
11.	Direct the evaluation of chapter activities.	5.28	X	
17.	Direct members in developing a yearly program of work.	5.38	X	
18.	Direct members in the determination of goals for the chapter.	5.35	X	
19.	Evaluate each member's participation in chapter activities.	5.18	X	
78.	Direct social activities.	4.65	X	
	Financial Management			
15.	Direct maintenance of chapter records (e.g., minutes, treasury records).	5.08	X	
23.	Direct a fund-raising activity.	6.46	X	X
24.	Direct the operation of a school store or other business.	4.94	X	X
25.	Seek monetary contributions from businesses for DECA activities.	3.67	X	
29.	Direct members with the financial management of the chapter.	5.26	X	
83.	Determine the cost of an activity.	5.55	X	
97.	Seek funding from local school administration for DECA member and/or advisor participation at DECA activities.	4.98	X	X

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Conferences			
47.	Provide opportunity for members to attend cluster, district, state, and/or national conferences, rallies, etc.	6.14	X	X
67.	Assist in the development of rules and procedures for conducting district, state, regional, and/or national DECA competitive events.	6.20	X	X
68.	Secure judges for competitive events.	6.14	X	X
72.	Organize a competitive event.	5.60	X	X
79.	Arrange necessary transportation for members.	5.35	X	
86.	Meet with other chapter advisors.	5.44	X	
87.	Plan a district and/or cluster conference/rally.	6.30	X	X
	Competitive Events			
26.	Direct member participation in marketing projects (i.e., Free-Enterprise Project, Diamond Project).	5.68	X	X
66.	Direct members in preparation for district, state, and/or national conference and competitive events.	6.61	X	X
71.	Explain competitive events to members.	6.09	X	X
73.	Direct local chapter's participation in district, state, national events.	6.26	X	X

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	DECA as an Instructional Device			
9.	Coordinate DECA activities with instructional activities.	5.17	X	
27.	Utilize values clarification activities.	4.99	X	
30.	Direct members in applying problem-solving techniques.	4.90	X	
31.	Direct brainstorming sessions regarding chapter activities, etc.	4.54	X	
32.	Direct members in group decision making regarding chapter activities, etc.	4.75	X	
34.	Create an interest in the selection of a desirable occupation.	4.82	X	
35.	Discuss with members career aspirations.	4.86		
36.	Direct members to apply for scholarships.	5.02	X	
37.	Direct field trips in relation to DECA.	5.22	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Chapter Resources			
39.	Consult the advisory committee and/or other individuals for assistance and advice on activities of the chapter.	4.31	X	
42.	Maintain liaison role with other youth organization advisors.	5.15	X	X
45.	Seek involvement of other school personnel in chapter activities.	4.58	X	
46.	Direct securement of guest speakers for chapter meetings.	4.56	X	
56.	Acquaint parents of members with the purposes, activities, and/or values of DECA.	4.48	X	
57.	Present objectives of chapter to employers, and/or training sponsors.	5.21	X	
84.	Direct the development and upkeep of a chapter library.	3.81	X	
85.	Direct the formation of an alumni chapter.	4.11	X	X
91.	Recommend reference books and periodicals that should be added to the library in relation to DECA.	4.54	X	
92.	Compile a list of DECA related materials needed for the academic year.	4.81	X	
93.	Refer members to qualified resource persons for DECA related information.	4.91	X	
96.	Order DECA related material (e.g., jewelry, plaques) from the DECA Supply Service.	4.99	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Behavior and Recognition of Members			
8.	Direct committee to accomplish assigned tasks.	5.11	X	
20.	Encourage responsible behavior by chapter members.	5.70	X	
21.	Assist members in the development of self-confidence and/or self-acceptance.	5.87	X	
28.	Direct members to set desirable standards of behavior.	4.97	X	
33.	Direct chapter to provide honors/awards to deserving individuals other than chapter members.	4.20	X	
43.	Inform absent members of plans and activities.	3.56	X	
62.	Promote school spirit through chapter activities.	5.02	X	
63.	Carry out approved disciplinary action.	4.77	X	
64.	Uphold acceptable standards of member behavior in DECA activities.	4.86	X	
69.	Provide recognition to chapter members.	5.39	X	
70.	Publicize member achievement.	5.11	X	
74.	Direct the selection of a local DE student of the year.	5.57	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Administration			
3.	Obtain permission from school administrators and parents/guardians for member participation in DECA activities.	5.44	X	
48.	Report to appropriate officials.	5.79	X	
49.	Submit a DECA roster.	6.59	X	X
58.	Direct the preparation of state and national reports.	6.54	X	X
76.	Direct development of a constitution and bylaws.	4.47	X	
80.	Determine school procedures for establishing and/or operating a student organization.	5.42	X	
81.	Direct the development of a local DECA handbook.	5.30	X	X
82.	Design a procedure for acquiring consumable supplies and materials needed by the chapter.	5.78	X	X
88.	Direct the maintenance and/or care of all chapter property.	5.14	X	
89.	Arrange laboratory work areas and storage areas to facilitate DECA activities.	4.73	X	
94.	Obtain administrative approval for DECA activities.	5.81	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Public Relations			
44.	Direct the development of a chapter scrapbook.	5.34	X	X
50.	Identify media through which chapter activities can be publicized.	4.84	X	
52.	Direct the establishment of displays in the school and community about DECA.	4.60	X	
53.	Submit news releases and/or manuscripts on activities of DECA for newspapers and/or other periodicals.	4.81	X	
54.	Include information on DECA in distributive education brochures, pamphlets, etc.	4.37	X	
55.	Direct the presentation of DECA chapter activities on radio and/or television.	4.93	X	X
59.	Speak at banquet or professional chapter meetings other than own.	3.77	X	
60.	Speak to school and/or community groups about DECA.	4.12	X	
61.	Direct members to make presentations before various groups.	4.78	X	
65.	Promote community spirit through chapter activities.	5.36	X	
77.	Direct employer-employee banquet.	5.61	X	

Table 22, Clustered Task Statements with Levels of Development and Learning Locations, continued

	Task Statement	Level of Development	Learning Location PRE	IN
	Professionalism			
22.	Serve as a role model for members.	5.19	X	
51.	Express a philosophy concerning DECA.	5.29	X	
90.	Read literature regarding DECA.	4.64	X	
95.	Chaperone DECA events and activities.	6.04	X	

APPENDIX K

Bibliography

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